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To depict the current status of vocational education state leadership personnel in terms of policies, numbers, education, and experience, a five-part questionnaire was utilized in 31 states to: (1) determine the existence and content of professional personnel policies and their effects on the operation of state divisions of vocational education, (2) identify the training and the experience qualifications of present state division professional staff members, and (3) ascertain training and experience needs of state division personnel. Satisfactory written policies existed in most states for personnel selection, recruitment, dismissal, retirement, tenure, inservice training, and evaluation. More adequate policies on salary and professional leave are needed in about one-half of the states. Strategy found to be successful in retraining capable personnel were salary increases, opportunities for further education, and promotions. Nearly all states had policies which specify experience requirements. Educational requirements for 73 percent of the 562 positions stipulated a masters' degree. A 73 percent growth in the number of professional personnel occurred between 1960 and 1965 and a 32 percent growth is anticipated from 1965 to 1970. Some recommendations were that: (1) comparative salary schedules be developed and recruitment bases be broadened, and (2) work experience requirements be discontinued for some positions. (DM)

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RESEARCH 15

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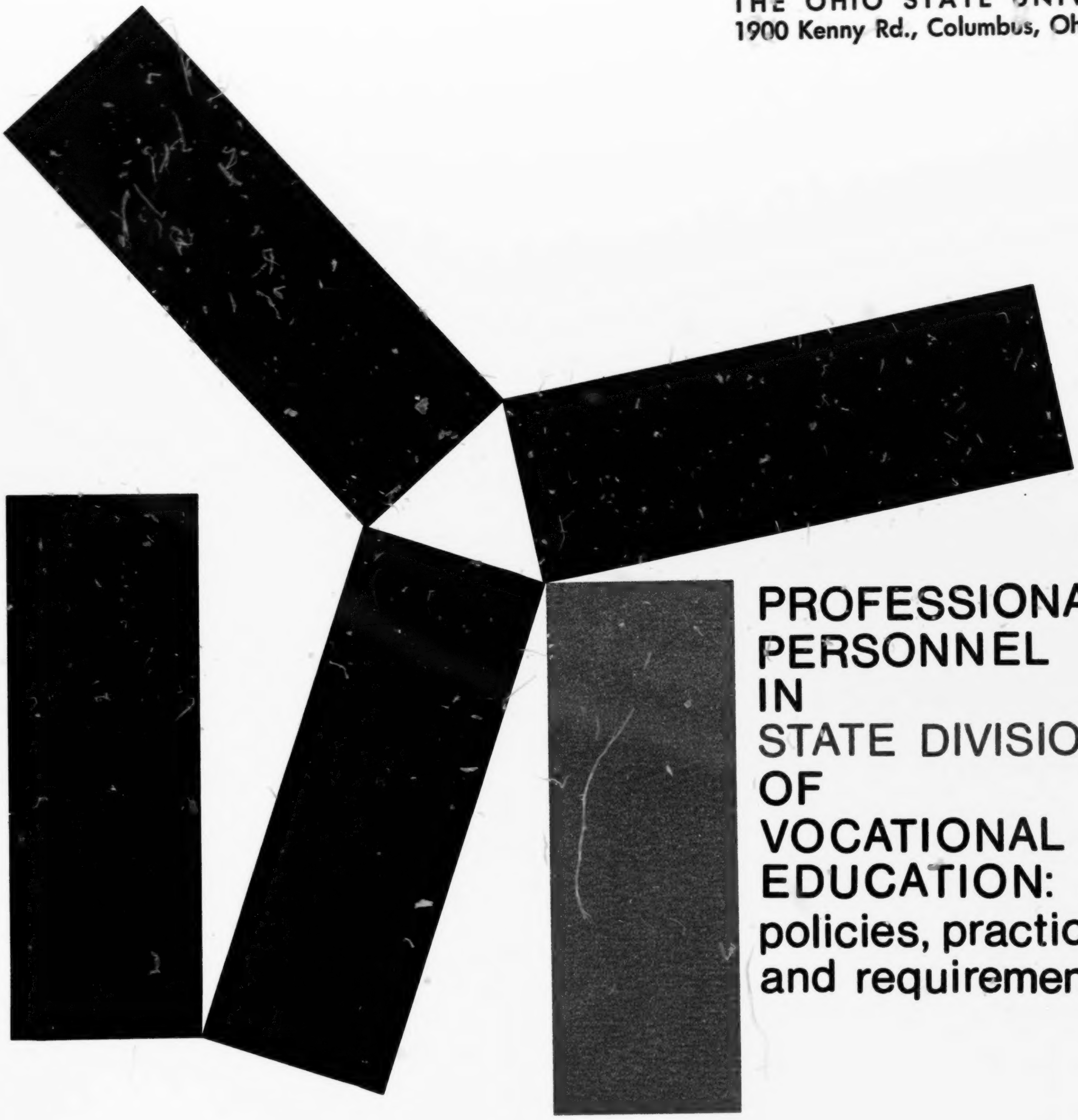

PROFESSIONAL PERSONNEL IN STATE DIVISIONS OF VOCATIONAL EDUCATION: policies, practices and requirements

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The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;

2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;

3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;

4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;

5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;

6. To provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Resources Information Center located in the U. S. Office of Education.

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3a RESEARCH 15

PROFESSIONAL PERSONNEL IN STATE DIVISIONS OF VOCATIONAL EDUCATION:

POLICIES, *PRACTICES*, *REQUIREMENTS*.

2
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NOVEMBER 1968

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PREFACE

Increased expectations of education accompanied by enlarged investments, more complex interagency relations, technological advancements in employment and education and an intensified concern for improved planning and accountability are but a few of the trends and developments that place emphasis on strengthening state leadership in vocational and technical education.

A fundamental strategy of The Center has been to focus resources on strengthening and enhancing the leadership capacity of personnel in state divisions of vocational and technical education. This strategy recognizes the pivotal position they occupy in our educational system and the "leverage" that investments and potential advancements in this area provide in improving, extending and redirecting programs of vocational and technical education at all levels.

In addition to this publication, practitioners and students of state leadership will be interested in reading the other publication by The Center impinging on this area entitled, The Emerging Role of State Education Departments with Specific Implications for Divisions of Vocational-Technical Education.

We hope that this publication on vocational division policies, practices and requirements will provide additional insights and data which will be of use to state boards of vocational and technical education and to state administrative personnel in improving those situational factors within the department work climate which contribute to attracting and retaining high level personnel.

Robert E. Taylor
Director, The Center
for Vocational and
Technical Education
The Ohio State University

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SUMMARY

How should we provide for high quality leadership personnel in sufficient numbers to satisfy the needs of state divisions of vocational education for the future? This problem is one of the most crucial facing vocational education today. One of the primary purposes for founding The Center for Research and Leadership Development in Vocational and Technical Education was to provide the opportunity for upgrading vocational education leadership personnel through advanced study and inservice education programs.

In implementing this objective in the area of state leadership The Center has supported a major research and development thrust to determine the training needs for developing vocational education leadership personnel, to design pilot inservice and preservice programs, and to develop simulation and other training materials to be used in training programs.

The first two phases of the study were: 1) a study to depict the current status of vocational education, state leadership personnel in terms of policies, numbers, education, and experience, and 2) to develop a concept of the emerging role of the state division of vocational education in terms of new functions as indicated by the trends and forces in the various sectors of society. The activities reported in this publication are concerned with the first of these two phases.

This publication is directed to leaders in vocational education interested in state divisions of vocational education. It contains a discussion of the findings of the study and recommendations for strengthening state divisions of vocational education.

Future publications in the state leadership area will report the development of inservice and preservice programs and the development of simulation and other materials to be used in training programs for the development of state division of vocational education leadership personnel.

Dick C. Rice
Project Director

PROFESSIONAL PERSONNEL IN STATE DIVISIONS OF VOCATIONAL EDUCATION:

POLICIES
PRACTICES
REQUIREMENTS

I INTRODUCTION

Within the past few years, increasing attention and concern has been directed toward state departments of education. As the agency responsible for the administration and operation of the public schools within a state, the department has come under the scrutiny, criticism, and study of well-known educators and the popular press.

In 1964, James Conant cited what he had observed in two state departments of education,

> In both states the state education departments, though possessing considerable formal authority, are capable of little more than the performance of routine duties. One observer claims that year in, year out they tend to be staffed with "A bunch of political and education hacks." (6,p.33)

This condition, while perhaps being atypical, agrees with the earlier finding of Brickell in his study of New York state.

> An urgent cry for state leadership is being uttered by administrators in all types of school districts across the entire state--large and small, urban and rural, wealthy and poor, active and inactive. (3,p.44)

Further evidence of the growing national concern for state departments of education is the appropriation of funds under Title V of the Elementary and Secondary Education Act. In a 1966 report of the Advisory Council on State Departments of Education, the Council stated that, "By and large, state departments of education are understaffed and underfinanced." (1,p.11) Furthermore, the Council found that "...many state agencies lack the basic capacity to administer statewide programs." (1,p.11) The Council did report, however, that programs which were most fully developed were those programs which resulted from federal funding, particularly vocational education and vocational rehabilitation.

In spite of the relative financial advantage of vocational education programs, state divisions of vocational education still face serious, perhaps unsolvable, problems over the next few years. These problems appear to be acute with reference to both numbers and capabilities of new staff members. The Report of the President's Panel of Consultants on Vocational Education pointed to the efforts which should be made:

> Special attention should be given to the development of highly qualified professional personnel in the many facets of vocational education. The task is large and will require measures considerably beyond the facilities now provided. Professional staffs at universities that provide leadership training will have to be enlarged. Recruitment of candidates for leadership training will have to be expanded and incentives provided in the form of fellowships or other stipends to make it possible for acceptable candidates to undertake the training needed. (7,p.162)

The demand for additional state division personnel is being accelerated by several substantial forces. First, enrollment in all federally reimbursed vocational education programs has grown at a rate of 2.3 percent per year since 1918 and at a rate of 2.8 percent per year since 1953. (7,p.69) Further, by 1960-61, vocational enrollment was serving 13 percent of the nation's 15-19 year age group and 2 percent of the out-of-school youth and adults between the ages of 20 and 64. (7,p.108)

Growth in all vocational education programs across the country has been spectacular since 1961. In 1966 Venn reported that total enrollments in vocational education programs increased by 1.5 million students since passage of the Vocational Education Act in 1963. (10,p.6) On an annual basis, vocational education student enrollment showed an increase of 8.3 percent in 1964, 18.9 percent in 1965, and 11.7 percent in 1966. (2,p.23)

Added to this increasing enrollment pressure is the still serious shortage of vocational education programs. Many schools offer no vocational preparation; the opportunity for vocational choice in many others is severely limited; and programs for the urban population commonly are inadequate. (7,p.109) It appears, therefore, that steadily increasing enrollment and the demand for expanding existing programs will continue to prod state divisions to service new attendance centers, to provide more teacher educators, and to develop wider supervision capacities.

In addition, it seems the emerging role of state divisions of vocational education (SDVE) assumes leadership responsibility for initiating and installing new and different vocational programs in cooperation with local schools. According to Rice (8,p.360), if SDVE are to escape the role of "ritualistic middlemen" between federal agencies and local schools, effective ways must be found to develop their leadership role as program initiators. But what about personnel for implementing an intensified leadership role? Campbell and Sroufe (4,p.297) show that increasing demands and the emerging leadership role of state education agencies requires a drastic modification of existing state personnel policies and that personnel needs are critical.

All of this points to the need for new approaches to the recruitment, training, utilization, and retention of personnel with capabilities appropriate to the emerging leadership role of the state division of vocational education. This present study was undertaken to develop personnel information basic to the planning of systematic and effective solutions to this problem.

OBJECTIVES

Four specific objectives were established for this study:

1. To determine the existence and content of professional personnel policies and their effects on the operation of state divisions of vocational education.

2. To identify the training and experience qualifications of present state division professional staff members.

3. To ascertain training and experience needs of state division personnel.

4. To project the number of professional personnel needed in state divisions of vocational education through 1970.

PROCEDURES

Instruments

To collect data for the study, a five-part questionnaire was developed (see Appendixes I-V). Three parts (Forms I, II, and III) were completed in interviews with head state supervisors and directors in state divisions of vocational education. Two parts were completed by mail: Form IV by personnel who recently had left various leadership positions in state divisions of vocational education, and Form V by field supervisors in vocational education throughout the nation.

Form I. This part of the instrument was designed to provide data regarding personnel policies in the state division of vocational education and the impact of these policies upon identifying, acquiring, and retaining leadership personnel. Form I focused on the nine functional areas of personnel administration identified by Castetter (5): remuneration; appraisal; inservice education; recruitment; selection; tenure; and welfare, including retirement, leaves of absence, and dismissal.

The questions in Form I sought the existence of written personnel policies and the nature and content of the policies; the adequacy of the policies for identifying, acquiring, and retaining leadership personnel; the way decisions are made in the absence of written personnel policies; and the constraints imposed by personnel policies upon administrators in identifying, acquiring, and retaining quality leadership personnel.

Form II. This part of the instrument was designed to identify problems associated with attracting and retaining qualified leadership personnel in each supervisory area (agency) in the state division of vocational education, to elicit effective strategies for retaining such people, and to identify changes which the agency head believed would help to attract or retain personnel. (Directors responded as agency heads for their administrative staffs.) A further purpose was to identify people who recently had left leadership positions in state divisions of vocational education on a voluntary, non-retirement basis, so that a mailing list for Form IV could be developed.

Form III. This part inquired about both the quantity and quality of leadership personnel in 1960 and in 1965. Questions were asked about each position in each supervisory area in the division of vocational education. (Directors responded as agency heads for their administrative staffs.) Further, each interviewee was asked to estimate for 1970 the number of personnel and their educational level requirements for each position in each supervisory area in the division.

Form IV. This part was designed to elicit the opinions of qualified personnel who had left division service within the past five years. The instrument included questions about job satisfaction, salary, recommendations for change, and conditions which might encourage personnel to return to division service.

Form V. This part of the questionnaire was developed to determine experience and training needs for state division positions as perceived by incumbent field supervisors.

Questionnaire Development

An initial draft of each of the five parts of the questionnaire was developed with the assistance of several staff members at The Center for Vocational and Technical Education. These drafts were reviewed with directors of coordinating projects at the University of California at Berkeley and The Center for Occupational Education, University of North Carolina at Raleigh.[1] The instruments then were revised and a field trial was conducted in Ohio.

In the Ohio field trial, Forms I, II, and III were completed during interviews with the state director of vocational education and with head state supervisors. Form IV was tested with former state division staff members who were on the staff of The Center for Vocational and Technical Education. Form V was tested with field supervisors in Ohio who were not a part of the study sample. As a result of the Ohio field trials, Form I was shortened, Forms II and III were reorganized, and Forms IV and V received changes in wording and item sequence.

Following the Ohio field trials, Forms I, II, and III were administered in the state of Kentucky in conjunction with the Raleigh Center. This joint venture was intended to determine the compatibility of the instruments and procedures of the two projects and to serve as the first phase in data collection for the study.

Respondents

Ten positions were defined as follows for the purposes of this study. Respondents also used these definitions in completing the several parts of the questionnaire.

> *Director*--One who has primary responsibility for activities of the total division of vocational education.
>
> *Associate Director*--A person who has major responsibilities for the general administration of the division of vocational education in the director's office. These people are co-administrators.
>
> *Supervisor*--One who has primary responsibility for the activities of a single vocational teaching area, for instance, trade and industrial education.
>
> *Associate Supervisor*--A person who has a major responsibility for general administration in the supervisor's office.
>
> *Vocational Guidance*--Personnel whose major tasks lie in vocational guidance.

---

[1] "A Nationwide Study of the Administration of Vocational-Technical Education at the State Level," Project No. 6-2921, conducted by the School of Education, University of California, Berkeley, California, 1967. "Policy, Policy-Making, Organization and Finance of Occupational Education in the Southern States," a study conducted by The Center for Occupational Education, University of North Carolina at Raleigh, publication currently in process. Since all three projects were concerned with aspects of state leadership in vocational education and required data of overlapping populations at approximately the same time, the directors attempted to coordinate their activities to minimize duplication and to conduct joint interviews.

Administrative Assistant--A person whose primary responsibilities are involved in helping directors or supervisors implement their duties in the state department.

Field Supervisor--A person whose primary tasks involve direct communications and contact with the public schools for the purpose of program and personnel development. Typically, these people are titled assistant state supervisor, area supervisor, or district supervisor.

Subject Matter Specialists--People who visit schools only upon invitation of supervisors, advisory groups, teachers, or school administrators, to provide aid in some specific subject area. Commonly, these people are titled consultants, but in some states consultants also refers to field supervisors.

Research Personnel--Personnel who are primarily concerned with bonafide research activities, that is, experimentation, surveying, pilot programs, and demonstrations. Research coordinating unit personnel are typical examples.

Coordinators--People who, regardless of title, are involved primarily in youth activities, that is, executive secretary of Distributive Education Clubs of America or director of Future Farmers of America.

Forms I, II, and III were used in interviews with state division of vocational education personnel in 31 states. Initially, three states were selected from each U.S.O.E. region: the state with the highest enrollment in vocational education programs, the state with the lowest enrollment, and the state with the median enrollment for that region. Two of the 27 states thus selected could not be included because of problems in coordinating the activities of the three research projects. The 25 selected states remaining were augmented by six others for which cooperative activities could be arranged with the other projects. The list of states providing data for Forms I, II, and III is shown below.

Alabama
Arizona
Arkansas
Colorado
Delaware
Florida
Georgia
Idaho
Indiana
Kansas
Kentucky
Louisiana
Maine
Massachusetts
Michigan
Minnesota
Mississippi
Nevada
New Jersey
New Mexico
New York
North Carolina
Oklahoma
South Carolina
South Dakota
Tennessee
Texas
Vermont
Virginia
Wisconsin
Wyoming

Each form was completed by the respondent group judged best qualified to deal with the subject matter of the form. Thus the 31 state directors, who are responsible for policy and decision making for the vocational division, provided data for Form I which deals with personnel policies. The state directors and the head state supervisors, both of whom are responsible for staffing, provided the information for Form II which asks about problems, strategies, and changes needed in attracting and retaining qualified personnel. Data for Form III, which deals with quantitative and qualitative requirements and with projections for each specific position within the division, were provided by each head supervisor for his area and by the state director for the administrative staff of the vocational division.

One hundred eighty-six persons, located in 28 states, were identified by state directors and head state supervisors as having left division service during the past five years for reasons other than dismissal or retirement. One hundred thirty of these 186 persons responded by mail to Form IV which asked about matters related to their departures.

Form V, which sought opinions of incumbent field supervisors about experience and training needs, was mailed to a sample of persons holding positions at the field supervisor level in state divisions of vocational education. Procedures used to develop the sample were as follows:

1. Using the January 1966 state directories (9) to identify all field supervisors in the nation, the total of 566 supervisors were divided into five groups by teaching area (e.g. home economics, agriculture, etc.).

2. A 50 percent sample of supervisors was selected randomly from each of the three teaching areas which numbered less than 140 supervisors nationally.

3. A 25 percent sample of supervisors was selected randomly from each of the two teaching areas which numbered more than 140 supervisors nationally.

These procedures identified 164 field supervisors (28 percent of the population) who were mailed Form V. The form was returned completed by 125 (76 percent of those mailed). Table 1 summarizes the data on the population of field supervisors and the sample used in this study.

Data Collection

Data for Forms I, II, and III were collected in individual interviews with appropriate respondents. The interviews were conducted by nine persons who were selected for experience and knowledge in educational administration and vocational education and were provided with a one-day, intensive training session by a consultant in interview techniques. Five of the interviewers were selected from the staff of The Center for Vocational and Technical Education; four were from The Center for Occupational Education at Raleigh.

Forms IV and V were mailed to potential respondents together with a letter explaining the study and its purposes. Persons who did not return a completed questionnaire within two weeks were mailed a duplicate questionnaire, the original cover letter, and a second letter urging them to return the completed questionnaire as soon as possible. At the end of another two-week period, a second follow-up letter was mailed to those who still had not returned a completed questionnaire. At the end of a third two-week period, analysis of the returned questionnaires was begun. These procedures produced a 69.9 percent return from the Form IV mailing and a 76.2 percent return from the Form V mailing.

Data Analysis

A rational classification and coding of responses was developed for each item by examination of the variety and similarity among all responses given to the item. Individuals' responses to each item were coded and the coded data were punched into cards for machine processing.

TABLE I

DISTRIBUTION BY TEACHING AREA OF FIELD SUPERVISORS LISTED IN THE 1966 DIRECTORIES, (9), MAILED FORM V, AND RETURNING COMPLETED FORMS

Teaching Area	Listed: 1966 Directory		Mailed Form V		Returned	
	Number	%	Number	%	Number[b]	%
Agriculture	161	28.4	42	25.6	34	27.2
Distributive Ed.	91	16.1	23[a]	14.0	18	14.4
Home Economics	120	21.2	30	18.3	27	21.6
Office Education	34	6.0	30[a]	18.3	26	20.8
Trade & Industrial	160	28.3	39	23.8	20	16.0
	566	100.0	164	100.0	125	100.0

---

[a] It will be noted that these figures do not result from the procedures outlined above. At the time that questionnaires were mailed to Office Education and Distributive Education personnel, state divisions of vocational education were undergoing staff changes as a result of implementation of BOE provisions in the 1963 Vocational Education Act. Due to the fact that many of the sample personnel no longer fitted sample criteria, alternate respondents were chosen, some of whom held dual responsibilities in the Office Education and Distributive Education areas. Thus, these figures reflect overlap between the two areas and assignment shifts between the two areas at the time of the study.

[b] It will be noted that the description of respondents listed in Appendix V lists respondents from areas other than the five shown in Table I. Areas listed in Appendix V indicate the areas in which respondents stated that they held primary responsibility. Areas listed in Table I reflect categories employed in the USOE Directories. (9) Differences in area classification derives from the fact that the Directories could not show areas of overlapping responsibility, and from the fact that the Health Occupations area was considered a sub-area of Trade and Industrial Education in the directories used.

Two kinds of tabulations were prepared: a.) a simple tabulation of response frequencies for the entire sample of respondents and b.) a set of joint frequency tabulations of responses by the entire sample using combinations of state, state size, region, and other selected criteria. The simple tabulation of response frequencies is presented in the appendixes to this report. The size of the joint frequency tabulations is too large to permit their inclusion here; however, they are available to interested research workers from the library of The Center for Vocational and Technical Education.

Limitations

Certain constraints operative in this study should be considered when evaluating the results and conclusions reported. First, a common definition of vocational education was not used by all respondents in the study. Each state decided what areas it commonly considered to be vocational education. Further, specific functions and responsibilities assigned to the ten positions defined for the study varied somewhat from state to state.

Secondly, some states had little information concerning the nature and number of new and emerging positions. Lacking reliable information, some respondents had difficulty in estimating future personnel needs.

Third, the diversity of legal frameworks and organizational and policy-making patterns found in the states limits the extent to which one may generalize from these data. In some states, the director of vocational education is, in fact, a deputy or assistant state superintendent of public instruction. In other states, he is responsible to a deputy or assistant superintendent. In still others, he is responsible directly to the state board of vocational education with only coordinating responsibility to the remainder of the state department of education.

Fourth, it should be recognized that not all data collected in the study could be presented here nor could every conceivable configuration of data be analyzed. The complete data bank from which this report is drawn is housed at the library of The Center for Vocational and Technical Education and is available for further serious research and analysis.

II PROFESSIONAL PERSONNEL POLICIES AND PRACTICES

Personnel policies and practices in each state were examined in nine categories considered important for success in attracting and retaining qualified professionals: salary, selection, professional leave, recruitment, dismissal, retirement, inservice training, tenure, and evaluation. This chapter summarizes the results of this examination, reporting in each category on the existence, content and characteristics, and adequacy of policies and practices. The data for this chapter was provided primarily by the 31 state directors of vocational education responding to Form I (Appendix I), the 250 agency heads responding to Form II (Appendix II), and the agency heads responding to Form III (Appendix III). In addition, data were drawn, where appropriate, from the field supervisor questionnaire, Form V (Appendix V); and the questionnaires completed by persons who voluntarily left state department service, Form IV (Appendix IV).

Three general findings should be noted briefly before reviewing results for individual policy areas. First, in every state the division of vocational education operated with written personnel policies of some description. Only two state vocational divisions reported that they operated under a set of policies written specifically for the vocational division. The other states reported that they operated within policies covering the entire department of education, such as state civil service policies. In some states, these broadly-applied policies were augmented in the vocational division by more specific policies in selected areas.

A second general finding was that no state in our sample had written policies in all nine of the categories examined in this study.

Finally, state directors rated each of five factors on the extent to which the factor was judged to influence development of personnel policies unique to the vocational division. The average rating given provides the following arrangement of the five factors in descending order of influence:

1. The state plan for vocational education
2. Federal regulations
3. Federal money
4. Advisory committees
5. A separate board for vocational education

One additional note should be added before the reader moves further into this report. While all data derive from Appendixes I-V, on occasion figures will be cited which are not taken directly from raw data in the Appendixes. Such figures are taken from configurations of study data included in the data bank housed in the library of The Center.

SALARY[1]

Existence of Policy

Twenty-five of the 31 sample states have either a division or state written salary policy which specifies beginning and maximum salaries, and salary increments over time. In four of the 25 states, both division and state-wide salary policies are in effect. Neither geographic location nor state size appear to be related to the existence of written salary policies since the six states without written policies are located in five different USOE regions and include five median and one small enrollment state.

Salaries paid under the policies listed above were compared with salaries paid public school personnel, since the primary source of division personnel is the public school setting, as it will be shown later in this report. Table 2 shows the average minimum and average maximum salaries actually paid professional personnel in the sample divisions of vocational education and supervisors and teachers from two sizes of public school systems.

TABLE 2

SALARY COMPARISONS OF VOCATIONAL DIVISION PERSONNEL WITH PUBLIC SCHOOL TEACHERS AND SUPERVISORS

			Public School Systems			
			Enrollment 25,000+		Enrollment 6000-11,999	
	Actual Salaries, All Pers. Sample Divisions[c]	Actual Salaries, Field Supervisors Sample Div.[c]	Supervisors[a]	Teachers[b]	Supervisors[a]	Teachers[b]
Mean Min.	$ 9,550	$ 8,600	$ 8,163	$5,413	$ 7,650	$5,344
Mean Max.	12,000	11,700	11,756	8,425	10,341	8,148

[a] Figures obtained from NEA, Salary Schedules for Administrative Personnel, March 1965.

[b] Figures obtained from NEA, Salary Schedules for Classroom Teachers, October 1965.

[c] Derived from item X, Form III, Appendix III, page 88.

These salary comparisons indicate that salaries paid by divisions of vocational education are, on the average, higher than those paid by school systems which might compete for supervisory personnel. It should be noted, however, that vocational division personnel are generally employed on a twelve-month basis, whereas public school personnel usually are not. Therefore, salaries computed on a *per diem* basis may or may not be higher in state divisions of vocational education.

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[1] See item IIIA, Appendix I, page 48.

The mean salary for all positions in the 25 sample states with written salary policies is higher than the mean salaries for the six states not having written salary schedules. Table 3 lists the mean beginning, highest, and average salaries for the sample states which do and those which do not have written salary policies

TABLE 3

MEAN SALARIES FOR ALL SDVE PERSONNEL IN STATES HAVING AND IN STATES NOT HAVING WRITTEN SALARY POLICIES

	Beginning	Highest	Average
Sample states with written salary policies (25 states)	$ 9,660	$12,150	$10,875
Sample states without written salary policies (6 states)	$ 9,380	$11,060	$10,300

Policy Content and Character

Twenty-four states have a civil service or state-wide salary policy. These policies specify both beginning and maximum salaries and 22 provide annual salary increments. Five of the 25 states with written salary policies have policies pertaining specifically to the division of vocational education. Four of these policies specify beginning and maximum salaries, and three provide annual salary increments.

In two of the states which have no written salary policy, the state director of vocational education has discretionary authority in salary determination. In another of the states without written salary policy, salary decisions are made on what the director termed an "informal" basis. The directors in the three remaining states without written salary policy did not clearly indicate upon what basis salary decisions are made.

Reported Policy Adequacy

It appears that the existence of a written policy does not guarantee operational satisfaction in and of itself. While there were 25 states in the sample with written salary policies, only 16 state directors indicated that the salary policy under which the division operates is adequate for attracting and retaining the quantity of persons needed in the division. Eleven directors stated that the policy is adequate for attracting and retaining the quality of personnel needed.

Directors of vocational education in four of the six states without written salary policies indicated that there are adequate guidelines for attracting and retaining both the quantity and quality of personnel needed by the division.

Seventeen of the 31 state directors of vocational education interviewed indicated that salary policies impose a constraint upon them in attracting and retaining the quality of personnel needed. Three of the directors in states without written salary policies stated that the lack of policy did put some constraint upon them. Constraints listed by other directors included salary policy inflexibility (e.g., the inability to hire an exceptionally well qualified person at a salary higher than that listed on the salary schedule) and the ambiguous budgeting procedures utilized in developing salary policies (e.g., the fiscal year not being congruent with the availability of personnel).

Agency heads (head state supervisors and directors) indicated salaries and salary policies were important determinants of the retaining power of state divisions of vocational education. Fifty-one percent of the 250 agency heads interviewed stated that the problem of personnel loss is continually becoming more serious. These agency heads listed several factors which they believe to be responsible for this condition. The factors given were:

1. Low salaries
2. Lack of opportunity for advanced study
3. Scarcity of interested qualified personnel
4. Organizational structure, work load, working conditions
5. Opportunities outside the state department of education and department morale
6. Misinformation about the state department

In addition, agency heads were asked to list those strategies found to be most successful in retaining capable personnel. The technique most often mentioned was salary incentives, identified by 57 percent of the respondents. Agency heads were also asked to recommend changes which might help retain capable personnel. The total number of recommendations was 16; the recommendation most often made was for changes in salaries and fringe benefits. This was mentioned as a first, second, third, or fourth choice by 45 percent of the respondents (see item IV, Appendix II).

Agency heads also saw a relationship between salary levels and 142 unfilled positions in divisions of vocational education in the sample states. Forty-three percent of the agency heads who listed reasons for unfilled positions stated that the lack of competitive salaries was a contributing factor, and 31 percent listed the low salary level as the principal reason for unfilled positions. Furthermore, 51 percent of these same agency heads recommended higher salaries as the single change most likely to assist in filling the vacant positions.

Qualified professional personnel who had left state division service were asked to state their specific reasons for doing so. Of the 130 resignees, 22 percent indicated that the specific reason for their leaving state division service was the low salary. In addition, 23 percent stated that they left to take a better job. (Exactly what constituted a better job was not indicated, but it might include a higher salary.) Resignees also listed changes which might encourage them to return to division service. The most often recommended change, listed by 41 percent of the respondents, was to pay higher salaries.

Another aspect of the salary situation is shown by comparing division salaries with the salaries paid resignees immediately after leaving division service, Table 4 lists these differences for the 130 state division resignees studied.

TABLE 4

MEAN SALARY DIFFERENCES, AND RANGE OF SALARY DIFFERENCE IN POSITIONS TAKEN BY RESIGNEES IMMEDIATELY AFTER LEAVING SDVE SERVICE

Type of Position	Percentage of Resignees	Mean Salary Difference	Range of Salary Difference
Higher paying positions	72	+ $1,959/yr. ----	+ $100 to $4000/yr.
Positions paying the same	10	----	----
Lower paying positions	8	- $1,400/yr.	$100 to $4000/yr.
No response	10	----	----
	100		

TABLE 5

SUGGESTIONS FOR FACILITATING THE RETENTION OF QUALIFIED PROFESSIONAL PERSONNEL IN SDVE[b]

Suggestions	No. of Responses	Percent of Responses
Improve salary	46	33.1
Eliminate politics in the state division operation	22	15.8
Provide better leadership	13	9.3
Change staffing policies	10	7.2
Institute a sabbatical leave program	8	5.8
Improve working conditions	8	5.8
Employ an adequate number of staff members	6	4.3
Provide better programs	6	4.3
Allow freedom to develop and plan programs	4	2.9
Increase travel allowances	4	2.9
Shift the emphasis from regulatory to leadership	3	2.2
Provide inservice opportunities	3	2.2
Create a better state division image	2	1.4
Give recognition for work done	2	1.4
Improve communications	2	1.4
Total	139[a]	100.0
Number of resignees	130	

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[a] Exceeds N due to respondents' option to make more than one suggestion.

[b] For complete listing of responses, see Appendix IV, item III, 12, p. 80.

That more than one-fourth of the resignees took positions which paid lower or the same salaries as they received in the state division indicates other factors besides salary probably influence qualified personnel to leave division service. These factors will be considered later in the analysis.

Qualified persons who had left state divisions were asked to give general recommendations for assisting in the retention of qualified division personnel. Listed more than twice as often as any other suggestion was salary improvement, recommended by 35 percent of the respondents. Table 5 lists the 15 specific suggestions given by the respondents.

PROFESSIONAL LEAVE[2]

Existence of Policy

In the 31 states surveyed, 19 have a written civil service or state professional leave policy, and four have a vocational division professional leave policy. Ten states have neither state nor division policy and two states have both state and division professional leave policies in effect.

Region III is the only region in which all sample states have written professional leave policies. In both large and median enrollment states, the number of states which have such a policy exceeds the number which do not have it. This pattern did not hold true for small enrollment states, where two-thirds did not have a written professional leave policy.

Policy Content and Character

The policies in 15 of the 18 states with civil service or state policies specify the following: 1) how one becomes eligible for leave, 2) what professional leave can be used for, 3) how long one may be away on leave, and 4) the maximum portion of salary the staff member on leave may receive. The professional leave policy in three of the four states with division policies specify the policy details listed above.

In five states which have no written professional leave policy in effect, directors stated that professional leave decisions are made on an informal basis as the need arose. In one state, professional leave is granted at the discretion of the division director, and in one state it was found that sabbatical leave, i.e., professional leave with pay, is illegal.

Reported Policy Adequacy

Over half of the 31 directors of vocational education are satisfied with the professional leave policies in effect in their states. Nineteen stated that the policy is adequate for attracting and retaining the quantity and 16 stated that the policy is adequate for attracting and retaining the quality of personnel needed in the division.

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[2] See Item IIIB, Appendix I, page 49.

Most of the directors do not seem to perceive the lack of written professional leave policies as being particularly constraining to them. Of the three directors who did indicate that professional leave policies are constraining, one listed division policies, one listed state policies, and one listed both division and state policies as being constraining.

Agency heads, while specifically not indicating professional leave, stated that opportunities for further education was a successful strategy in retaining capable personnel. Further, in a list of 16 recommended personnel policy changes, these same agency heads ranked opportunities for further education third. (For full listing of the strategies and suggested changes see Tables 11 and 12 on pages 27 and 28 respectively.)

Of the qualified personnel who had left state division service, six percent suggested the institution of a sabbatical leave program as one method for retaining qualified division personnel. This percentage ranks fifth among 15 different suggestions made (see Table 5, page 15).

PERSONNEL SELECTION[3]

Existence of Policy

Selection policies refer to those policies which specify educational, professional, and vocational experience qualifications; and qualifications concerning personnel attributes. Twenty-one of the 31 sample states have civil service or state selection policies and 12 states have vocational division selection policies. Six of the sample states have both division and state selection policies and four states have no selection policy of any kind.

Policy Content and Character

In all 21 divisions having state or civil service selection policies, the policies specify educational, professional, and vocational experience qualifications. Sixteen of these same divisions have policies which specify personal attribute qualifications. In the 12 divisions which operate under division selection policies, all specify educational and vocational experience qualifications, all specify professional experience, and nine specify personal attribute qualifications.

Reported Policy Adequacy

Directors of state divisions of vocational education showed a high degree of satisfaction with the selection policies in effect in their respective states. Of the 31 directors interviewed, 28 stated that the selection policies were adequate for selecting and retaining the quantity of personnel needed by the division and 29 stated that the policies were adequate for selecting and retaining the quality of personnel needed.

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[3] See item IIIC, Appendix I, page 50.

Four directors indicated that the state policies in effect placed some constraint upon them in selecting personnel. These four directors mentioned two specific constraints: 1) the requirement that candidates must submit to what the directors considered an unreasonable written examination, and 2) the amount of emphasis placed on what the directors considered unrealistic criteria; for instance, policy focus on length of service rather than on personal competencies.

Agency heads, too, showed what appears to be a high degree of satisfaction with the selection policies in effect in their respective states. In a list of 16 specific changes in division policy (Table 12) recommended by the 250 agency heads interviewed, staffing and selection policy changes ranked fifth, recommended by 10 percent of the respondents. It should be noted, however, that among the 25 respondents (10 percent) who recommended personnel selection policy changes, 56 percent listed this recommendation as their first choice.

Personnel selection policies did not appear to be policies of major concern to persons who had left the state division. Eight percent of the resignees recommended changes in personnel selection policies as a primary method for retaining qualified personnel. This recommendation is based on the concern for what respondents perceived to be unqualified personnel holding positions in state divisions. This perception expresses the belief that some qualified personnel leave division due to frustrations arising from working with incompetent colleagues.

RECRUITMENT[4]

Existence of Policy

It was found that eight of the sample states operate within written civil service or state recruitment policies and four operate within written division recruitment policies. Three of the states with written recruitment policies utilize both division and state policies. It should be noted, however, that the larger portion of sample states, 22, have neither state nor division recruitment policies. The existence of written recruitment policies does not appear to be related to state size since sample states of all sizes had written recruitment policies in approximately the same proportion as their number in the sample.

Content and Character of Policy

In all of the eight state divisions operating under a civil service or state policy and in three of the four states operating within a division recruitment policy, the policy designates the procedure for making professional personnel needs known, for hiring out of state residents, for interviewing or recommending, and for making appointments.

Reported Policy Adequacy

Agency heads stated that a scarcity of interested, qualified candidates was a pressing problem in the recruitment effort. The importance of this factor is supported by the responses of 24 percent of the agency heads. Further, the scarcity of interested qualified candidates appears to be somewhat a universal problem since little difference was found by region or by size of state.

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[4] See Item IIID, Appendix I, page 50.

In considering the reasons for unfilled positions in state divisions of vocational education, agency heads ranked the lack of qualified candidates as being the second most important reason. This perception seems to indicate that agency heads responded to the question with some degree of consistency since, as was shown earlier, the lack of qualified candidates was also listed as a serious recruitment problem.

Another factor which impinges upon recruitment practices is the 66 unqualified personnel, according to the states own criteria, who currently hold positions in the sample state divisions of vocational education. Agency heads listed nine reasons for unqualified personnel holding positions. Ranked in order of number of first choices, the reasons are as follows: 1) qualifications were lower when personnel were hired, 2) a specific person was wanted regardless of his experience or degree held, 3) qualified people were not available, 4) stated qualifications are unrealistic, 5) part-time employment is used during peak times, 6) higher qualifications are only a strategy to get higher salaries for the position, incumbents really are qualified to do what they do, 7) persons in the positions are in the process of becoming qualified, 8) low salaries, and 9) persons doing the hiring don't recognize top quality personnel.

DISMISSAL[5]

Existence of Policy

Written civil service or state policies relative to dismissal are in effect in 22 states, three of which have division dismissal policies as well. Nine sample states have neither civil service or state nor division dismissal policies.

The existence of written dismissal policies does not appear to be causally related to geographic location or state size. The nine states which have no written dismissal policies are located in six different USOE regions and include two large enrollment states, five median enrollment states, and two small enrollment states.

Policy Content and Character

Specific reasons for which personnel may be dismissed, procedures for notifying staff personnel of dismissal, and procedures for employe appeals are specified in all 22 of the states which have civil service or state policies concerning dismissal. In 21 of these states, the policy also designates grievance procedures. In the three states which operate under division dismissal policies, the policies designate procedures for dismissal notification and appeal, a grievance procedure, and specifies reasons for which personnel may be dismissed.

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[5] See item IIIE, Appendix I, page 51.

Reported Policy Adequacy

State directors in 28 states indicated that current procedures are adequate for attracting and retaining both the quantity and quality of personnel needed by the division. In addition, none of the directors stated that the current dismissal policy, or lack or policy, placed any kind of constraint upon them.

In four of the nine states not having written dismissal policies, the state directors indicated that informal procedures are followed in the absence of written policy; two directors reported that the recommendation of the director is followed.

RETIREMENT[6]

Existence of Policy

The existence of retirement policies appears to be a national phenomenon since 30 of the 31 sample states operate with a written retirement policy. In 28 states, the policy is a civil service or state policy; in six states, the policy is a division policy; four states utilize both state and division policies.

Policy Content and Character

A considerable amount of policy uniformity was noted in the sample states. Twenty-seven of the states with civil service or state policies operate with policies which specify both age and tenure requirements. In the six states with division retirement policies, four specify tenure and five specify age requirements for retirement.

Reported Policy Adequacy

Retirement policies in effect are adequate for retaining and recruiting both the quantity and quality of personnel needed, according to 29 of the 31 directors interviewed. The other two directors stated that specific inadequacies were the low level of retirement pay, too many years required to earn retirement benefits and, in one state, the lack of a written policy.

INSERVICE TRAINING[7]

Existence of Policy

According to directors of vocational education in three of the sample states, a written civil service or state inservice training policy is in effect; in two states, a written division inservice training policy is in effect. In all, 27 of the 31 sample states have no inservice training policy. These states represent all nine USOE regions and include nine of the ten large enrollment states, all 12 median enrollment, and six of the nine small enrollment states.

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[6] See item IIIF, Appendix I, page 51.
[7] See item IIIG, Appendix I, page 52.

Policy Content and Character

Since there are only four sample states which have a written inservice training policy, it is difficult to identify general characteristics. In three of the four states with a written inservice policy, two with a civil service policy and one with a division policy, the policy designates the type of training required, how the training shall be provided, and who should be served. In none of the four states does the policy specify the number of staff members who may be gone at one time.

Directors in 16 of the 27 states without written inservice training policies indicated that inservice education decisions are based upon what they termed "informal" procedures. In addition, two state directors, both from states without inservice policies, stated that the lack of a written inservice training policy places a constraint upon them in obtaining and retaining qualified personnel in the division.

Reported Policy Adequacy

While only four states have a written inservice policy, generally state directors did not seem to view the lack of written policy as being a serious problem. Current practices were viewed as generally adequate for recruiting and retaining the quantity of needed personnel, by 23 directors, and adequate for recruiting and retaining the quality of personnel, by 16 directors.

Suggestions were solicited from persons who had left state division service for improving inservice programs within the divisions. One hundred thirty-two separate suggestions were classified, as follows in Table 6.

TABLE 6

RECOMMENDED INSERVICE EXPERIENCES BY STATE DIVISION RESIGNEES

Suggestion	Number of Responses	Percentage of Responses
Workshops on specific problems	29	21.9
Workshops in broad areas of vocational education	21	15.9
Summer institutes	12	9.1
Regional seminars	11	8.3
Graduate training	7	5.3
Briefings at the USOE	7	5.3
Sabbatical leave	4	3.1
Use of consultants	4	3.1
Rotation of assignments	3	2.3
Informal procedures	3	2.3
Conference attendance	3	2.3
Internship	3	2.3
Staff evaluation	2	1.5
Adopt a definite inservice policy	2	1.5
Emphasize the leadership rather than the regulatory function of the division	2	1.5
No response	19	14.3
Total	132[a]	100.0
Number of field supervisors (N)	125	

[a] Exceeds "N" due to respondents' option to make more than one suggestion.

It is apparent that workshops were perceived to be the most valuable type of inservice experience. This perception is parallel to that of field supervisors who also rated workshops as the most effective inservice method for use in the state division.

Field supervisors identified areas of content judged to be most beneficial in improving their performance on the job. The three areas mentioned most often, each by more than 25 percent of the respondents, are: 1) teaching and supervisory effectiveness, 2) program and facility planning and development, and 3) administration. Sixty-five percent of the field supervisors stated that these experiences should be encountered either throughout their state division service or both before and during division employment as a continuing program. In addition, field supervisors recommended two broad types of inservice training programs: related work experience and formal courses.

Inservice related work experience. Table 7 lists the work experiences recommended for inservice programs by responding field supervisors.

TABLE 7

RECOMMENDED INSERVICE RELATED WORK EXPERIENCE BY FIELD SUPERVISORS

Suggestions	Number of Responses	Percent of Responses
In the related vocational field	29	50.0
In another state division of vocational education	5	8.6
Observing successful programs	5	8.6
Workshops in the subject area	4	6.9
Human relations	3	5.2
Intra-staff work	3	5.2
Several areas (no specification given)	3	5.2
Administration and supervision	3	5.2
Work of some kind (no example given)	1	1.7
Discussion techniques	1	1.7
Guidance and counseling	1	1.7
Total	58	100.0

Among the recommendations listed above, it is noteworthy that 50 percent of those who made recommendations suggested work experience in the vocational field.

Formal inservice courses. Field supervisors suggested 17 different topics for inservice courses. Two suggestions received 35 percent of the total number of recommendations. These two suggestions were for courses in supervision and curriculum development and for courses in solving specific problems encountered by field supervisory personnel. The complete list of suggestions is presented in the table 8.

TABLE 8

RECOMMENDED CONTENT OF INSERVICE FORMAL TRAINING BY FIELD SUPERVISORS

Content of Training	Number of Responses	Percent of Responses
Supervision and curriculum development	25	19.6
Specific problems of field supervisors	19	14.9
The study of the literature and research and development activity	13	10.2
Leadership development	11	8.7
The subject matter of the field	9	7.1
Some kind of training but no example given	9	7.1
Methods and materials	8	6.3
Up-dating practices	8	6.3
School administration	5	3.8
Public relations	4	3.2
School finance	4	3.2
General vocational education	4	3.2
Data processing	3	2.4
Workshops of unspecified nature	2	1.6
How to conduct inservice programs, workshops and seminars	1	.8
Pertinent legislation	1	.8
The evaluative process	1	.8
Total (N=125)	127[a]	100.0

[a] Exceeds "N" due to respondents' option to give more than one recommendation.

Field supervisors also suggested methods for most effectively providing the inservice experiences listed above. Listed in order of frequency of first choices, these suggestions are as follows:

1. Workshops of one to two weeks
2. Seminars and study at The Center for Vocational and Technical Education
3. Demonstrations at a pilot center for leadership training
4. College courses for credit
5. Change of positions for a specific period of time with a person who holds a similar position in another state
6. Lecture series by top scholars

When the suggestions listed above were weighed on a seven-point scale, giving seven points for a first choice, six points for a second choice, etc., the resultant ranking is identical to that produced by tabulating the number of first choice suggestions. On both scales, workshops of one to two weeks ranked first.

TENURE[8]

Existence of Policy

For the purpose of this study, tenure policies were defined as the policies which specify educational experience requirements for tenure (continuing employment), the basis on which tenure is granted, and provisions for personnel who do not receive tenure.

Sixteen of the sample states reported that civil service or state tenure policies exist. In addition, two of these states reported that both civil service and division policies are in effect. The remaining 15 of the sample states have neither civil service or state nor division tenure policies.

Neither geographic location nor state size appear to be related to the existence of tenure policies. The 16 states with written tenure policies are located in eight of the nine USOE regions and the 15 states without written tenure policies are located in all nine regions. Relative to size, the number of states in the three size categories with written tenure policies is approximately the same proportion as their number in the sample.

Policy Content and Character

In nine of the 15 states which have no written tenure policies, informal tenure practices are followed. It cannot be stated with certainty the exact nature of all these practices, but in two states tenure decisions are made upon the recommendation of the director of vocational education.

Reported Policy Adequacy

Twenty-nine of the state directors interviewed stated that tenure policies in their respective states are adequate for recruiting and retaining the quantity of personnel needed; 26 directors stated that the policies followed were adequate for recruiting and retaining the quality of personnel needed. In one state without written tenure policy, the director stated the lack of written policy imposed constraint upon him in retaining and recruiting the personnel necessary for his division.

It appears then, that state directors are generally satisfied with the present policy situation regarding tenure in their respective states, which in this case is a predominating lack of policy.

EVALUATION[9]

Existence of Policy

Written policies relating to the evaluation of personnel are in effect in 15 of the 31 sample states. Of this number, 13 states operate under civil service or state policies, five under division policies, and three under both.

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[8] See item IIIH, Appendix I, page 52.
[9] See item III I, Appendix I, page 53.

The 15 states with evaluation policies are located in all nine USOE regions and include eight large, four median and three small enrollment states.

Policy Content and Character

In all of the states which use civil service or state evaluation policies and in three states which operate under division policies, the policies designate who will do the evaluation, how the evaluation will be used, the basis upon which the evaluation will be made, and frequency of the evaluation. In nine of the 16 sample states which do not have written evaluation policies, evaluation is conducted according to what the directors termed an "informal" procedure. In three of these states, the judgment of the state director of vocational education, with staff assistance, serves as the chief method for personnel evaluation.

Reported Policy Adequacy

While over half of the sample states do not have a written evaluation policy, 25 of the 31 directors indicated that the procedures which they follow for evaluation were adequate for retaining adequate quantity of personnel. Nineteen directors indicated the policies were adequate for retaining the quality of personnel needed.

In addition, most directors indicated a belief that evaluation, done well, would assist in retaining qualified personnel. In responding to a question regarding the effect of evaluation on the retention of personnel, the following responses were listed.

TABLE 9

EFFECT OF REGULAR EVALUATION ON THE RETENTION OF QUALIFIED PERSONNEL

Effect	Number of Responses
Will help if done well	9
Does not hinder	6
Qualified people do not fear evaluation	3
Helps define job expectations	1
Will differ from person to person and from state to state	2
Self evaluation sufficient	1
Not sure	2
No difference	5
Prefer informal procedure	1
It does hinder	5
A dangerous practice	1
No response	1
Total	37[a]
Number of directors (N)	31

[a] Exceeds "N" due to respondents' option to give more than one response

SUMMARY

In all, over half of the sample states have written policies in effect for at least six of nine personnel policy areas studied. The majority of state directors viewed the practices followed in their particular states as being adequate for attracting and retaining the number and quality of professional personnel needed. Table 10 lists the policy areas considered in the study, the number of states in which written policies are in effect, and the adequacy of these policies as perceived by state directors of vocational education for attracting and retaining qualified professional personnel.

TABLE 10

NUMBER OF STATE DIVISIONS OF VOCATIONAL EDUCATION OPERATING UNDER WRITTEN POLICIES AND THE ADEQUACY OF THEIR POLICIES FOR HIRING AND RETAINING PERSONNEL

N=31

	Existence of Written Policies				Director's Perception of Policy Adequacy	
					For Personnel Quantity	For Personnel Quality
	Number of States with Written Division Policy	Number of States with Written Civil Service or State Policy	Number of States with Both Civil Service or State and Division written Policy	Number of States without Civil Service or State, or Division written Policy	Number of Directors stating Yes	Number of Directors stating Yes
Salary	5	24	4	6	16	11
Professional Leave	4	18	2	11	19	16
Personnel Selection	12	21	6	4	28	29
Recruitment	4	8	3	22	23	20
Dismissal	3	22	3	9	28	28
Retirement	6	28	4	1	29	29
Tenure	2	16	2	15	29	26
Inservice Training	2	3	1	27	23	16
Evaluation	5	13	3	16	25	19

The majority of agency heads viewed the problem of losing qualified professional personnel as becoming more serious. Agency heads also identified strategies which they had found to be successful in retaining capable personnel. Table 11 lists the strategies identified in the order of the number of times each was specified.

TABLE 11

STRATEGIES FOUND TO BE SUCCESSFUL IN RETAINING CAPABLE PERSONNEL

Strategies	Number of Respondents	Percent of Responses
Salary increase	142	25.2
Opportunities for further education	85	15.1
Promotions	74	13.1
Boosting morale	59	10.5
Enhanced status such as a larger office	47	8.3
Additional clerical help	35	6.2
A change of assignment	30	5.3
Other	92	16.3
Total (N=250)	564[a]	100.0

[a] Exceeds "N" due to respondents' option to give more than one response.

In addition to the strategies identified above, the same agency heads listed 16 recommendations for changes in vocational divisions necessary to retain qualified personnel. The list of recommended changes is presented in Table 12.

In the lists of changes and strategies, salary considerations were ranked first. But, in comparing state division salaries with salaries of teachers and administrators in the public schools, it was found that division salaries are competitive with public school salaries. This indicates that more factors than salary alone are operating in attracting and retaining qualified professional personnel in state divisions of vocational education. These other factors include the other eight policy areas as well as factors discussed in subsequent chapters of this publication.

TABLE 12

CHANGES NECESSARY TO RETAIN QUALIFIED DIVISION PERSONNEL

Suggested Changes	Number of Respondents Choices 1	2	3	4	5	6	7	8	Weighted[a] Rank
Salary increases and additional fringe benefits	95	13	3	1					874
Additional staff needed	12	22	11	4					336
Educational opportunities	10	20	7	1	1				271
Alter organizational structure	9	11	6	1			1		201
Alter staffing policies	14	7	3	1					177
Job descriptions needed	4	6	11	2		1			153
Staffing evaluation and promotion	8	7	6						149
Additional clerical help	5	7	6	2	1				139
Meeting attendance and work connected travel	5	7	3	2				1	118
A change in the state plan	5	5	2	2					97
Office facilities and systems	0	4	7	1	2				83
Work load distribution	3	5	1	1	2				78
More supervisor autonomy	6	3		1					74
Communications improvement	1	2	6	2	1		1		74
Program development and policies	2	4	1	1		1			58
State legislatures concern	1	1	1	1				1	27

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[a] The weighted ranking was computed by weighing a first choice, 8 points; second choice, 7 points; third choice, 6 points; etc.

III EXPERIENCE AND EDUCATIONAL REQUIREMENTS OF STATE DIVISION PROFESSIONAL PERSONNEL

In addition to personnel policies and practices of state divisions of vocational education, another dimension of state division leadership examined dealt with the experience and education of professional personnel. This section will identify the educational background and types of experience found among state division personnel in the sample states. It will also show the degree to which division personnel meet stated educational and experience requirements and the requirements predicted for such personnel in the future. The intent is to show the general pattern of experience and educational attainment of personnel working in the sample state divisions at the time of the study.

EXPERIENCE REQUIREMENTS

The 31 sample states in the study, except for three median enrollment states, have policies which specify experience requirements for positions in the state division of vocational education. Shown in Table 13 are the ten position categories used in the study and the educational and work experiences reported by the agency heads[1] as prerequisites for employment in the separate positions. It can be noted in the last column of the table that teaching and related vocational work experience were the experiences most often specified for division employment. (This table lists only those experiences which are explicitly required as reported by agency heads.) It can also be noted that nearly 13 percent of the 562 positions in the sample divisions had no work experience requirements.

In addition to specific experience requirements imposed by employing state divisions, the length of requisite experience was usually specified. One to three years time in the various types of experience listed was required in most cases. However, in six cases ten or more years of experience was required.

Requirements stated above indicate that just under three-fourths of SDVE positions require teaching experience and just over one-half require work experience in a related vocational field. It was found, however, that both field supervisors and resignees commonly have more experience than is required by employing vocational divisions. In Table 14, a comparison is shown between experience requirements for all positions in the sample divisions, and the percentage of field supervisors and resignees who actually have these experience qualifications according to respondents.

EDUCATIONAL REQUIREMENTS

Educational requirements for 73 percent of the 562 positions in the sample state divisions stipulated a master's degree. The master's

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[1] See definition, page 5.

TABLE 13

NUMBER OF POSITIONS REQUIRING SPECIFIED EXPERIENCE: BY POSITION AND BY EXPERIENCE REQUIRED

Type of Experience Required						Position Classifications[a]					
	Director[c] N = 33	Assistant Director[c] N = 20	Supervisor N = 218	Associate Supervisor N = 43	Vocational Guidance N=5	Admin. Assistant N = 27	Field Super. N = 130	Subject Matter Spec. N = 51	Research Personnel N = 14	Coordinator N = 21	Total N = 562
Teaching	17	12	175	40	2	12	84	32	7	20	401
Counseling			8	2	3	1	5	1	1		21
Nursing			1				2	1			4
Educational Administration	3	3	6			1	1				14
Nursing Administration			1								1
Educational Supervision	7	3	59	13		3	18	1		1	105
Educational Administration and/or Supervision	10	8	46	5			16	3	2		80
Education and Work Experience	3	1	5			1	1				11
Work Experience Related Vocational Field	9	5	130	25	1	10	70	29	2	9	290
Work Experience in any Vocational Field	2	2	4	4	1	1	2				16
Experience Required to Obtain Teaching Cert.	6	3	11			3	3	1			27
Experience Required to Obtain Admin. Certificate	1	1									2
No Work Experience Required	4	3	28	5	1	4	16	4	6	3	74
TOTAL[b]	62	41	474	94	8	36	218	72	18	33	1046

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[a] See position definitions, pages 6 and 7.

[b] Totals exceed the N in all cases due to the opportunity for respondents to give more than one answer.

[c] Directors responded as agency heads for their staffs. Other information in this table supplied by head state supervisors for their staffs.

TABLE 14

REQUIRED EXPERIENCE FOR SDVE POSITIONS AND ACTUAL EXPERIENCE OF INCUMBENT FIELD SUPERVISORS AND RESIGNEES

Type of Experience	% Required Experience All Division Positions	% Actual Experience Field Sup.	Resignees
Teaching Experience	71	85	72
Work Experience in Related Vocational Field	52	68	62

degree requirement varies from 91 percent for State Directors of Vocational Education to 39 percent for subject matter specialists. In addition, it was found that there are five positions for which some states require no degree. These positions are coordinator, subject matter specialist, field supervisor, administrative assistant, and director. (See position definitions on pages 6 and 7.)

An attempt was made to determine the degree to which educational requirements are actually met in practice. The number and percentage of persons in sample state divisions holding the several degrees are shown in the table below. In addition, agency heads (head state supervisors and directors) estimated division personnel needs through 1970.

TABLE 15

EDUCATIONAL LEVEL OF AGENCY STAFFS: 1960, 1965, AND 1970

	1960		1965		1970	
Educational Requirement	No.	% of Total	No.	% of Total	No.	% of Total
No degree	28	4.7	44	4.3	57	3.7
B.A.	93	15.6	203	19.7	203	13.4
M.A.	454	76.3	747	72.7	1199	79.2
Specialists Certificate[a]	1	.2	3	.3	15	1.0
Doctorate	19	3.2	31	3.0	40	2.7
TOTAL	595	100.0	1028	100.0	1514	100.0

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[a] Certificate granted upon completion of work beyond the M.A., normally requiring a second year of graduate work.

In addition to total numbers of needed personnel, an analysis was made which shows the educational level of personnel, 1960 through 1970, on a regional basis. Educational levels attained by division personnel are shown by USOE Region in Table 16.

In the table on the following page, it can be noted that the largest increase in numbers of personnel occurs in the M.A. category. In this

TABLE 16

EDUCATIONAL LEVEL OF AGENCY STAFFS BY REGION: 1960, 1965, and 1970[a]

[b]	1960						1965						1970					
USOE Region	No Degree	B.A.	M.A.	Spec. Cert.	Ph.D.	TOTAL	No Degree	B.A.	M.A.	Spec. Cert.	Ph.D.	TOTAL	No Degree	B.A.	M.A.	Spec. Cert.	Ph.D.	TOTAL
I		4	16			20		2	25			27			29	2		31
II		3	54		7	64	1	12	107		8	128		16	160	1	12	189
III	6	11	80		1	98	7	22	102			131	8	13	168	3		192
IV	6	34	98		4	142	17	84	200	1	8	310	28	99	329	1	11	468
V	3	1	49	1	2	56	5	4	66	1	3	79	6	6	99	1	4	116
VI	1	16	25			42	2	21	31			54		34	50	3	1	88
VII	2	16	103		4	125	2	37	166		10	215		18	273	3	4	298
VIII	8	5	15			28	8	12	18		1	39	14	12	37		1	64
IX	2	3	14		1	20	2	9	32	1	1	45	1	5	54	1	17	68
TOTAL	28	93	454	1	19	595	44	203	747	3	31	1028	57	203	1199	15	40	1514

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[a] Figures apply to sample states only.

[b] Listing of states by U.S.O.E. Region. Regions and states are:

REGION I: Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island and Vermont.

REGION II: Delaware, New Jersey, New York and Pennsylvania.

REGION III: Kentucky, Maryland, North Carolina, Puerto Rico, Virginia, Virgin Islands, Washington, D.C. and West Virginia.

REGION IV: Alabama, Florida, Georgia, Mississippi, South Carolina and Tennessee.

REGION V: Illinois, Indiana, Michigan, Ohio and Wisconsin.

REGION VI: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota and South Dakota.

REGION VII: Arkansas, Louisiana, New Mexico, Oklahoma and Texas.

REGION VIII: Colorado, Idaho, Montana, Utah and Wyoming.

REGION IX: Alaska, American Samoae, Arizona, California, Guam, Hawaii, Nevada, Oregon and Washington.

category, the growth in number of personnel from 1960 to 1965 was greatest in Regions IV and VII. The increase in personnel between 1965 and 1970 was predicted to be greatest in the same two regions, IV and VII. When the change in numbers of personnel listed in the table above are computed on a percentage basis (not shown), the rate of change was greatest in the M.A. category in Regions IV and IX between 1960 and 1965, and is predicted to be greatest in Regions VI and VII by 1970. The increase in numbers of personnel was least in Regions VI and VIII between 1960 and 1965, and predicted to be least in Regions I, VI, and VIII by 1970. On a percentage basis, the computation would show that the rate of growth was least in Regions VIII and IX between 1960 and 1965, and predicted by 1970 to be least in Regions I and II.

Perceived Value of Academic Study by Field Supervisors and Resignees

Both field supervisors and resignees viewed academic study as a beneficial experience. In Table 17, the list of experiences identified by field supervisors as most beneficial in preparing them for their current positions is presented. It can be noted that academic study was the experience most often identified by the respondents. However, the four experiences next most often mentioned centered on a practice-oriented type of experience. Academic study, while identified as the single most beneficial experience, seems to take on less importance when compared with total list of experiences, a list which is practice-oriented. What the respondents appeared to be saying was that they view academic study as a beneficial experience, but a variety of practical experience was considered valuable.

TABLE 17

EXPERIENCE PERCEIVED BY FIELD SUPERVISORS AS MOST BENEFICIAL FOR POSITION PREPARATION

Experiences	Number of Responses	% of Total Responses
Academic study	58	21.4
Leadership experience	53	19.6
Teaching experience	50	18.5
Related vocational work experience	47	17.3
Administrative experience	45	16.6
General experience	15	5.5
Travel	3	1.1
TOTAL (N = 125)	271[a]	100.0

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[a] Exceeds N due to respondents' option to give more than one answer.

Table 18 contains the suggestions given by resignees for improving preservice programs for preparing personnel for positions in state divisions of vocational education. By combining the number of suggestions which include academic study (items 2, 7, 9, and 10), it

TABLE 18

SUGGESTIONS BY RESIGNEES FOR PRESERVICE TRAINING FOR POSITIONS IN THE SDVE

Suggestions	Number of Suggestions	% of Total Suggestions
1. Provide broad experience	28	24.2
2. Provide professional education programs designed specifically for SDVE personnel	18	15.5
3. Provide internships	15	12.9
4. Provide leadership training	14	12.1
5. Develop a state division orientation period	8	6.9
6. Conduct workshops for future SDVE leaders	8	6.9
7. Require higher degrees	8	6.9
8. Exercise more selectivity in recruiting	7	6.0
9. Expand teacher training programs	5	4.3
10. Provide courses in educational administration and supervision	5	4.3
TOTAL (N = 130)	116	100.0

can be seen that nearly one-third of the suggestions included academic study. However, resignees also saw value in practice-centered experience. By combining the number of suggestions which include practice-centered experience (items 1, 3, 4, 5, and 6), it can be seen that 63 percent of the suggestions given were for practice-centered experiences. This parallels the perceptions of field supervisors who indicated that academic study was beneficial, but practice was also very valuable.

In summary, both field supervisors and resignees saw value accruing from academic study. Of at least equal value, however, was the experience obtained from practical, on the job experience.

IV NUMBER AND SOURCE OF PROFESSIONAL PERSONNEL

PERSONNEL NEEDS

Between 1960 and 1965, the number of professional personnel employed in state divisions in the sample states increased 73 percent. The prediction by agency heads (head state supervisors and directors) for professional personnel needs for 1970, shows an increase of 32 percent over 1965 and an increase of 154 percent over 1960 figures. On a geographical basis, the estimated rate of growth in numbers of needed personnel between 1965 and 1970 ranges from 15 percent in Region I to 64 percent in Region VIII. The numbers and projected numbers of personnel employed in the sample state divisions are shown by USOE Region in Table 19.

TABLE 19

CURRENT AND PROJECTED NUMBERS OF PROFESSIONAL PERSONNEL IN SAMPLE SDVE BY USOE REGION: 1960, 1965, AND 1970

USOE Region[a]	1960	1965	1970
I	20	27	31
II	64	128	189
III	98	131	192
IV	142	310	468
V	56	79	116
VI	42	54	88
VII	125	215	298
VIII	28	39	64
IX	20	45	68
Total	595	1028	1514

[a] See listing in Table 16, page 32.

It appears that one of the factors contributing to the overall growth of the number of division personnel in the sample states is the proliferation of new positions requiring specialized training. The growth in numbers of researchers, subject matter specialists, and guidance personnel is exemplary of this phenomenom.

Another type of position which appears to be growing rapidly is the supporting administrative position. In 1960 there were ten assistant directors in the 31 sample divisions and in 1965 there were 27. By 1970, agency heads indicated that 43 will be needed. Similarly, administrative assistants positions grew from 11 in 1960 to 56 in 1965, and the projected need is for 85 in 1970. The increase in number and the percentage increase of professional personnel by position is shown in Tables 20 and 21, respectively.

TABLE 20

NUMBER OF PROFESSIONAL PERSONNEL IN THE SAMPLE STATE DIVISIONS AND PERCENT CHANGE BY POSITION: 1960, 1965, AND 1970

	1960		1965		1970	
Position[a]	Number	Percent of Total Division Personnel	Number	Percent of Total Division Personnel	Number	Percent of Total Division Personnel
Director	30	5.0	33	3.2	33	2.2
Assistant Director	10	1.7	27	2.6	43	2.8
Supervisor	145	24.4	216	21.0	237	15.7
Assistant Supervisor	41	6.9	70	6.8	99	6.6
Vocational Guidance	1	.2	7	.7	17	1.1
Administrative Assistant	11	1.8	56	5.5	85	5.6
Field Supervisor	274	46.0	420	40.9	681	45.0
Subject Matter Specialist	66	11.1	153	14.9	252	16.6
Researcher	1	.2	23	2.2	44	2.9
Coordinator	16	2.7	23	2.2	23	1.5
Total	595	100.0	1028	100.0	1514	100.0

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[a]See position definitions, pages 6 and 7.

TABLE 21

NUMBER AND PERCENT INCREASE IN PERSONNEL IN SAMPLE STATE DIVISIONS BY POSITION: 1960-1970

Position[a]	Increase	Percent Increase
Director	3	10
Assistant Director	33	330
Supervisor	92	64
Assistant Supervisor	58	142
Vocational Guidance	16	1600
Administrative Assistant	74	740
Field Supervisor	407	149
Subject Matter Specialist	186	282
Researcher	43	4300
Coordinator	7	44

---

[a]See position definitions, pages 6 and 7.

The growth figures presented above were also analyzed on the basis of agency (traditional supervisory areas). The number and percent increase of professional personnel in the sample divisions are shown in Tables 22 and 23 respectively.

TABLE 22

NUMBER OF PROFESSIONAL PERSONNEL IN THE SAMPLE STATE DIVISIONS AND PERCENT CHANGE BY AGENCY: 1960, 1965, AND 1970

	1960		1965		1970	
Agency	Number	Percent of Total Division Personnel	Number	Percent of Total Division Personnel	Number	Percent of Total Division Personnel
Division Office	48	8.1	133	12.9	180	11.9
Vocational Agriculture	161	27.1	166	16.1	197	13.0
Trade and Industrial	126	21.2	159	15.5	201	13.3
Home Economics	121	20.3	135	13.1	187	12.4
Manpower	5	.8	99	9.6	142	9.4
Distributive Education	39	6.6	49	4.8	95	6.3
Business Education	9	1.5	39	3.8	70	4.6
Vocational Guidance	8	1.3	25	2.4	43	2.8
Technical Education	2	.3	17	1.7	32	2.1
Combination Distributive Education and Office	17	2.9	38	3.7	65	4.3
Health Occupations	8	1.3	18	1.8	29	1.9
Others[a]	51	8.6	150	14.6	273	18.0
	595	100.0	1028	100.0	1514	100.0

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[a] Includes sixteen specialized agencies including agencies such as: Adult Education, Teacher Training, Work Study, Technical Service, Occupational Training, and Research.

TABLE 23

NUMBER AND PERCENT OF INCREASE IN PERSONNEL IN SAMPLE STATE DIVISIONS BY AGENCY: 1960-1970

Agency	Number of Increase	Percentage of Increase
Division Office	132	275
Vocational Agriculture	36	22
Trade and Industrial	75	60
Home Economics	66	55
Manpower	137	3650
Distributive Education	56	144
Business Education	61	678
Vocational Guidance	35	438
Technical Education	30	1500
Combination Distributive Education and Office	48	282
Health Occupations	21	263
Others[a]	222	435

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[a] Includes sixteen specialized agencies including agencies such as: Adult Education, Teacher Training, Work Study, Technical Service, Occupational Training, and Research.

One seeming inconsistency is apparent in the tables above. Table 21 indicates a 1600 percent increase in vocational guidance positions between 1960 and 1970 but Table 23 shows a 438 percent increase in personnel in vocational guidance agencies. This incongruity arises due to problems of definition. Vocational guidance positions referred to in Tables 20 and 21 include only positions identified as counselors whereas Tables 22 and 23 refer to all professional personnel employed in the guidance agency.

SOURCES OF PROFESSIONAL PERSONNEL

The largest single source of professional personnel for state divisions of vocational education has been the ranks of high school vocational teachers. This is shown by the fact that 85 percent of the field supervisors sampled were former high school vocational teachers. This condition appears to be imposed in large part by requirements of employing state divisions, since, as it is shown in Chapter III[1], 71 percent of all division positions require prior teaching experience.

It appears that the requirements for teaching experience and the practice of recruiting teachers from the ranks of high school vocational teachers have support from field supervisors surveyed. One hundred and one, 83 percent, of the field supervisors interviewed specifically stated that state supervisors should have high school vocational teaching experience. Further, 85 percent of these same 125 supervisors indicated that at least two years teaching experience was desirable.[2]

Another factor impinging on personnel sources is the requirement for related vocational work experience by 52 percent of all positions in the division of vocational education.[3] This requirement, too, seems to receive support among incumbent field supervisors since 38 percent (47) of them listed related vocational work experience as the experience most beneficial to them in their present positions.[4]

College teaching was a field in which 30 percent of the 125 field supervisors had experience.[5] The data did not reveal whether this experience was prior to employment in the state division of vocational education or a concurrent responsibility. It is a possibility that some of the college teaching experience listed by field supervisors is a concurrent responsibility since 19 of the sample states had arrangements whereby some state division personnel hold joint appointments with other educational institutions such as colleges. Nearly one-third of persons in the sample field supervisory positions had college teaching experience and the college teaching is a concomitant responsibility of field supervisors. This indicates that college teaching experience is an important consideration in the recruitment of state division personnel.

It was found that 85 of the 1028 persons (8 percent) employed in the sample state divisions at the time of the study had come directly to the division from another state.[6] Twenty-four of the sample divisions employed personnel who had come from outside the state. As the overall percentage indicates, most of the states employed few personnel from other states, but in two the proportion was in the reverse.

In one of these states--a small enrollment, eastern state--67 percent of the personnel were recruited from other states. The other, a midwestern agricultural state, employed 75 percent of its personnel from outside of the state.

In summary, the sources of manpower used most often by the states in the sample are: 1) the ranks of high school vocational teachers in the state, 2) the related vocational field in the state, and 3) a combination of 1) and 2). Personnel from sources outside the state were used infrequently.

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[1] See Table 14, page 31.
[2] See items IX A and B, Appendix V, pages 95 and 96.
[3] See item VI C, 1 and 4, Appendix III, page 66.
[4] See item IV A. 1., Appendix V, page 88.
[5] See item I E. 4., Appendix V, page 85.
[6] See item IX A. Appendix III, page 68.

V RECOMMENDATIONS

It was the basic objective of this study that recommendations be made which, based upon the findings of the survery, could be utilized by leadership personnel in state divisions of vocational education. It is recognized that not all recommendations are equally applicable to all state divisions. Recommendations are made, however, with the intent of providing a stimulus for division leaders to evaluate and strengthen their respective divisions of vocational education.

1. *It is recommended that state divisions of vocational education, in conjunction with state agencies of fiscal control, develop salary schedules which will enable them to successfully compete with the public schools, industry, business, and universities in attracting and retaining qualified personnel.*

Study data show that the low salary level existing in most divisions of vocational education is the principal condition influencing the attraction and retention of qualified personnel. Salary level was also seen as being an important contributing factor in the number of unfilled positions. Furthermore, most of the resignees took positions which did pay higher salaries. It appears, therefore, that state divisions should closely study the salary conditions existing in those institutions competing with a division for personnel and establish salary levels which will assist in attracting and retaining the quality and quantity of needed personnel.

2. *It is recommended that state divisions of vocational education broaden their recruitment base to include personnel with specialized skills needed to staff newly emerging staff positions in planning, research, and administration.*

Respondents indicated that in addition to the increase in number of supervisory personnel, state divisions will be increasingly in need of personnel in specialized staff positions. To attract these people, it will probably be necessary to strengthen the current recruitment program and to develop additional procedures for identifying and recruiting personnel for these emerging positions.

It is recognized that it is presently impossible to forecast the exact nature of the specialties which will be needed by divisions of vocational education. While the need for those positions which are traditionally considered "line" positions will continue to grow, it is apparent that the rate of growth will be greatest for researchers, guidance personnel, and supporting administrators.

3. *It is recommended that the requirements for work experience in a vocational area be discontinued for state division positions not directly related to the teaching or supervising of vocational and technical programs.*

A review of the data showed that approximately half of the division positions required related work experience. If growth in the number of specialized positions does occur as predicted, there appears to be little justification for maintaining traditional experience requirements for emerging kinds of division positions. It is unlikely that highly qualified statisticians, economists, researchers, or computer programmers will have had the requisite teaching, supervisory, or work experience. To maintain the traditional experience requirements for these specialized positions would effectively prohibit employing these persons in the state division of vocational education.

4. *It is recommended that preservice graduate programs be developed to prepare personnel specifically for state division service.*

Almost half of the field supervisors questioned indicated that academic study was the single most beneficial experience in preparing them for their duties in the state division of vocational education. Furthermore, the same field supervisors had a strong preference for a continuing program of professional education beginning before state division service and continuing throughout their tenure in the division. Therefore, studies should begin immediately to identify experiences which are unique to state divisions of vocational education. Based upon these unique experiences, preservice programs for division personnel should be developed to equip them with knowledge necessary for successful division leadership.

5. *It is recommended that state divisions of vocational education develop professional leave policies which enable staff members to meet advanced study requirements imposed by divisions and to enable staff members to continue professional development throughout their service in the division.*

If the predicted increase in numbers of more highly trained division personnel does materialize, it seems imperative that divisions develop policies which permit staff members to take professional leave to acquire additional training or advanced degrees required by the division. Respondents showed desire for inservice programs as well as programs leading to higher degrees. It seems that interest in additional training was much more in evidence than were provisions for facilitating additional education for division staff members. Professional leave programs as referred to here might include sabbatical leaves, leaves of absence without pay, position exchanges with other divisions for periods of six months to a year, and staff shared with other educational and service institutions.

6. *It is recommended that inservice training programs for state division of vocational education personnel rely heavily upon workshops, internships, and simulation activities which bring participants into close proximity with actual leadership situations.*

Field supervisors indicated a strong preference for workshop type inservice training programs. This reflects a preference for inservice programs which are perceived to be relevant to current and on-going problems faced by supervisors in their daily work. Specifically, field supervisors recommended workshops which could focus on the administration and supervision of their area of responsibility, curriculum planning and development, and improved communications. Further, the activities recommended by respondents seem to indicate a preference for programs which place the participants in active rather than passive roles in the inservice education activity.

7. *It is recommended that evaluation procedures be adopted which utilize a self-evaluatory, professional improvement philosophy.*

It was shown in study data that more than one-half of the sample states do not have an adopted policy regarding personnel evaluation. Evaluation procedures should be developed which have a rational basis, divorced from subjective or impressionistic procedures.

The data also reflect a concern that evaluation procedures should avoid connoting a system of inspection. The emphasis, rather, should be directed toward the fulfillment of two basic goals. These goals are: 1) to enable the state, through improved staff, to assist the total occupational education and training effort in terms of national and state interest, student benefits, and manpower requirements; and 2) to direct evaluation procedures toward personal growth and professional improvement, conditions which will strengthen the division and assist in attracting qualified personnel.

8. *It is recommended that state divisions of vocational education develop personnel policies which will provide employment security on legal rather than discretionary basis.*

A condition which did not appear in study data *per se* but arose from marginal comments made by respondents was the concern for perceived political interference and general lack of job security on the part of field supervisors and resignees in some states. It is recognized that the relative merits of tenure can be debated ad infinitum; however, it is also recognized that tenure provisions are a fact of life in most work situations in America today.

The type policy recommended above might take the form of tenure provisions or the issuance of long term contracts. These provisions would assume more importance in states which have similar provisions for public school teachers. Since state divisions, by and large, have to compete with the public school for personnel, it appears mandatory to state divisions that tenure benefits must be available in order to successfully compete for personnel.

INTRODUCTION TO APPENDIXES

In reading the figures presented in Appendixes I through V, the reader should remember that all figures are simple tabulations of numbers of responses given to the respective items on the five questionnaires used in the study. In some cases, tallies may exceed the number of respondents who completed the questionnaire because some of the questionnaire items requested or provided the opportunity to list several responses. In cases where the tabulation of number of responses exceeds the number of respondents, that item is identified with an asterisk (*) for the reader's convenience. Further, there are items whose tallies are less than the number of respondents completing the questionnaire. In these cases, respondents did not consider the items applicable.

In summary, figures in Appendixes I through V are totals of the number of responses given by persons completing the respective questionnaires. These totals may or may not be identical with the numbers of respondents completing the respective questionnaires for the reasons outlined above.

APPENDIX I

____
Interviewer (name)

FORM I

DIVISION DATA QUESTIONNAIRE (DDQ)

To the Interviewer: The respondent to this interview shall be the the state director of the division of vocational education.

For further information concerning the interview refer to the general directions.

Begin the Interview

Region number________________ State________________________

Respondent's name____________ Title________________________

States may differ in the number and kinds of policies that guide leaders in decision making. For example, it may be possible for both state civil service regulations and vocational education personnel policies to affect the division of vocational education at the same time.

Each question asked in this interview is primarily concerned with some phase of personnel policy that affects your division.

Number of Respondents N=31	
	I. Does the state division of vocational education operate within a set of written personnel policies?
0	1. No
	2. Type of personnel policies guide decisions you make in your division.
3	a. Division policies specifically designed for the vocational education division.
15	b. A broader set of state personnel or civil service policies.
13	c. Both
0	d. None applicable
	II. If the division of vocational education operates within a set of policies specifically designed for the division, are they the same as those for the state department of education?

Number of Respondents	
20	1. Yes
1	2. No response
7	3. No, division policies specify qualifications
2	4. No, doesn't know differences
1	5. No department policies
	A. What are the primary differences between the personnel policies of the division of vocational education and those of the state department of education?
3	1. There are differences, specifics not listed
1	2. Division policies specify duties
2	3. No policy in existence
3	4. SDVE policy sets minimum standards
22	5. No response
	B. Would you think of the differences in policies you just mentioned? Do these differences help you or hinder you in getting and retaining the personnel you need?
5	1. Helps by setting specific requirements
2	2. Helps by attracting qualified personnel
24	3. No response
Much Some Little None	C. If the written personnel policies for the division of vocational education differ from those of the state department of education, to what extent do you believe the following factors influence the development of differences?
1 4 2 1	1. Federal money
1 3 3 1	2. Use of advisory committees
2 4 1 1	3. Federal regulations
1 1 2 4	4. The influence of separate board for vocational education
4 2 2 0	5. State Plan for Vocational Education
	III. We have been talking about the kinds of personnel policy within which you operate. Could we now turn to specific written personnel policies affecting division of vocational education professional people?
Division Policies / Civil Service or State Policies	As we discuss a particular policy please help me identify it as division policy or the broader state personnel or civil service policy.
Yes No Yes No	A.
5 26 24 7	1. Do you have written policies relating to salary?
	Do the salary policies designate:
4 27 24 7	a. Both the beginning salary by position and the maximum salary?
3 28 22 9	b. Increments by years?
	2. Is this policy adequate for hiring and retaining the quantity of people you need?
16	a. Yes
13	b. No, salary too low

Number of Respondents	
1	c. No, increments are needed
1	d. No, experience overemphasized
1	e. No, not in certain fields
1	f. No, salaried don't compare
1	g. No response
	3. Is this policy adequate for hiring and retaining the quality of people you need?
11	a. Yes
7	b. No, salary too low
6	c. No, cannot attract qualified personnel
5	d. No, cannot compete for personnel
2	e. No, increase needed
1	f. No, experience overemphasized
1	g. No, out of state training not applicable
1	h. No response

Division Policies		Civil Service or State Policies		
Yes	No	Yes	No	B.
4	27	18	13	1. Do you have written policies relating to professional leave for self-improvement (other than vacation time)?
				Does this policy designate:
4	27	15	16	a. How one becomes eligible for leave?
3	28	16	15	b. What professional leave can be used for?
3	28	17	14	c. How long one may be away on leave?
3	28	17	14	d. Maximum portion of salary the staff member on leave can receive?

	2. Is this policy adequate for hiring and retaining the quantity of people you need?
19	a. Yes
7	b. Not adequate
2	c. No, policy too restrictive
2	d. No, policy is needed
1	e. No, sabbatical needed
1	f. No, no time nor money
	3. Is this policy adequate for hiring and retaining the quality of people you need?
16	a. Yes
8	b. No, a policy is needed
3	c. Not adequate
2	d. No, policy too restrictive
1	e. No, sabbatical needed
2	f. No response

Division Policies		Civil Service or State Policies		
Yes	No	Yes	No	
				C.
12	19	21	10	1. Do you have written policies relating to the selection of personnel?
				Do they designate:
13	18	23	8	a. Educational qualifications?
8	23	22	9	b. Professional experience qualifications?
13	18	22	9	c. Vocational experience qualifications?
9	22	16	15	d. Qualifications concerning personal attributes?
				2. Is this policy adequate for hiring and retaining the quantity of people you need?
			28	a. Yes
			3	b. No, unrealistic qualifications
				3. Is this policy adequate for hiring and retaining the quality of people you need?
			29	a. Yes
			1	b. No, unrealistic qualifications
			1	c. No response

Division Policies		Civil Service or State Policies		
Yes	No	Yes	No	
				D.
4	27	8	23	1. Do you have written policies relating to recruiting?
				Does the policy:
3	28	8	23	a. Designate the procedure for making professional personnel needs known?
5	26	10	21	b. Permit hiring out of state residents?
4	27	8	23	c. Provide for interviewing, recommending and appointment procedures?
				2. Is this policy adequate for hiring and retaining the quantity of people you need?
			23	a. Yes
			4	b. No, formal procedure needed
			1	c. No, out-of-state regulations
			1	d. No, policy needs liberalizing
			1	e. No, communications needed
			2	f. No response
				3. Is this policy adequate for hiring and retaining the quality of people you need?
			20	a. Yes
			3	b. No, policy is needed

Number of Respondents	
2	c. No, formal procedure needed
1	d. No, inadequate recruiting budget
1	e. No, policy needs liberalizing
3	f. No response

E.

Division Policies Yes	Division Policies No	Civil Service or State Policies Yes	Civil Service or State Policies No	
3	28	22	9	1. Do you have written policies relating to dismissal?
				Does the policy designate:
3	28	22	9	a. Specific reasons for which personnel may be dismissed?
3	28	22	9	b. Procedures for notifying staff members of dismissal?
3	28	22	9	c. Procedures for an appeal by the employee?
3	28	21	10	d. Grievance procedures?
				2. Is this policy adequate for hiring and retaining the quantity of people you need?
			28	a. Yes
			2	b. No, a policy is needed
			1	c. No, a merit pay system is needed
			1	d. No, a board of review is needed
				3. Is this policy adequate for hiring and retaining the quality of people you need?
			28	a. Yes
			1	b. No, a policy is needed
			1	c. No, a merit pay system is needed
			1	d. No, a board of review is needed
			1	e. No response

F.

Division Policies Yes	Division Policies No	Civil Service or State Policies Yes	Civil Service or State Policies No	
6	25	28	3	1. Do you have written policies relating to retirement?
				Does this policy designate:
4	27	27	4	a. Tenure requirements (years of service)?
5	26	27	4	b. Age requirements?
				2. Is this policy adequate for hiring and retaining the quantity of people you need?

Number of Respondents	
29	a. Yes
1	b. No, a policy is needed
1	c. No, retirement pay is too low
	3. Is this policy adequate for hiring and retaining the quality of people you need?
29	a. Yes
1	b. No, time requirements too long
1	c. No response

Division Policies		Civil Service or State Policies		
Yes	No	Yes	No	G.
2	29	3	28	1. Do you have written policies relating to inservice training for the state staff?
				Does the policy designate:
1	30	2	29	a. Type of training required?
1	30	3	28	b. How training will be provided?
1	30	3	28	c. Who should be served?
0	31	0	31	d. Does the policy limit the number of staff members who may be gone at one time?

	2. Is this policy adequate for hiring and retaining the quantity of people you need?
23	a. Yes
2	b. No, a policy is needed
2	c. No
1	d. No, there are no provisions made
1	e. No, workshops are needed
1	f. No, no opportunity for inservice activities
1	g. No response
	3. Is this policy adequate for hiring and retaining the quality of people you need?
16	a. Yes
3	b. No, inservice programs are needed
6	c. No, a policy is needed
2	d. No, no provisions for sabbatical leave
1	e. No, there is lack of motivation to improve
3	f. No response

Division Policies		Civil Service or State Policies		
Yes	No	Yes	No	H.
2	29	16	15	1. Do you have written policies relating to tenure?

Number of Respondents	
	2. Is this policy adequate for hiring and retaining the quantity of people you need?
29	a. Yes
1	b. No, a merit pay system is needed
1	c. No response
	3. Is this policy adequate for hiring and retaining the quality of people you need?
26	a. Yes
1	b. No, a merit pay system is needed
1	c. No, not flexible enough
1	d. No, need a probation period
1	e. No, probation period too short
1	f. No, policy too personal
1	g. No response

I.

Division Policies		Civil Service or State Policies		
Yes	No	Yes	No	
5	26	13	18	1. Do you have written policies that relate to evaluation of personnel?
				Does the policy designate:
4	27	12	19	a. Who will do the evaluation of each position?
3	28	12	19	b. How the evaluation will be used?
4	27	12	19	c. Basis for the evaluation, e.g., behavior, attitude, performance, education, etc.?
4	27	12	19	d. The frequency of evaluation?

Number of Respondents	
	2. Is this policy adequate for hiring and retaining the quantity of people you need?
25	a. Yes
2	b. No, objective criteria needed
1	c. No, merit system needed
1	d. No, a formal system would be good
1	e. No response
	3. Is this policy adequate for hiring and retaining the quality of people you need?
19	a. Yes
6	b. No, objective criteria needed
3	c. No, different evaluation instrument needed
2	d. No
1	e. No, no follow-up made
1	f. No, a formal system would be good
1	g. No response
	4. Many times we have heard that formal, regular personnel evaluation will hinder

Number of Respondents	
	retention of qualified personnel. What is your opinion?
9	a. Will help if done well
6	b. Does not hinder
5	c. It does hinder
5	d. No difference
3	e. Qualified people do not fear evaluation
2	f. Not sure
2	g. Will differ from person to person and from state to state
1	h. Self evaluation sufficient
1	i. Prefer an informal procedure
1	j. Helps define job expectations
1	k. A dangerous practice
1	l. No response
	IV. In all cases where you have marked a "NO" designate how decision makers made decisions in those areas.
	Example: 1) If a "NO" indicates that the department has no written policies, then how are personnel evaluations made, etc.?
	Example: 2) If the "NO" indicates a lack of dismissal policy, then how are decisions for dismissal made?
	A. Salary
1	1. Merit pay provisions
1	2. Informal procedures followed
2	3. Director's recommendations
2	4. No response
	B. Professional leave
5	1. Informal procedures followed
2	2. Sabbatical is illegal
1	3. Director's decision
3	4. No response
	C. Selection
1	1. Informal procedures followed
1	2. Director's decision
	D. Recruitment
7	1. Informal procedures followed
2	2. Groom teachers in the field for state service
3	3. Director's decision
10	4. No response
	E. Dismissal
4	1. Informal policies are followed
2	2. Director's recommendation
3	3. No response
	F. Retirement
3	1. Informal policies followed

2

Number of Respondents	
	G. Inservice
16	1. Informal policies followed
2	2. Inservice needs depend upon the competencies of the personnel employed
1	3. Policy is currently being developed
1	4. Inservice programs not needed
1	5. Work serves as inservice training
7	6. No response
	H. Tenure
7	1. Informal policies followed
2	2. Recommendation of the director
1	3. Tenure policy not needed
1	4. Yearly review used
4	5. No response
	I. Evaluation
9	1. Informal policies followed
3	2. The judgment of the director is followed
4	3. No response
	V. Do you believe that present personnel policies either of the division of vocational education or civil service or state policies impose a constraint upon you in acquiring the people you think you need?
12	A. No constraint imposed
19	B. Yes, constraint imposed
	1. Which specific policies are most constraining?
	a. Salary
1	1) Division
16	2) Civil Service or State
	b. Professional Leave
1	1) Division
1	2) Civil Service or State
1	3) Both
	c. Selection
4	1) Civil Service or State
	d. Recruitment
7	1) Division
1	2) Civil Service or State
	e. Inservice
1	1) Civil Service or State
	f. Tenure
1	1) Civil Service or State
	g. Other
1	1) Conflict between Division and Civil Service or State Policies
1	2) Difficult to add new positions
1	3) Yes, but policies are under development
	2. What specific changes do you recommend in personnel policy in order to get and retain the needed personnel?
7	a. Develop a new salary schedule
4	b. Develop a flexible salary schedule

Number of Respondents	
2	c. Change Civil Service policies
1	d. More hiring flexibility
1	e. Revised budgeting procedures
1	f. A separate division policy
1	g. Develop a policy
1	h. Revise personnel policies
1	i. Install a merit system
	VI. Attention Interviewer: Earlier you determined whether or not a written salary policy exists in this state. In this question we are concerned about salaries paid. Examining all the details involved in salary determination would be too time consuming. Therefore our specific questions here will relate to beginning and maximum salaries for assistant state supervisors. Literature concerning other salaries should be collected by you, e.g., salary schedules.
	We discussed salary policies earlier. Could we discuss the salary subject further?
	A. Do you have a printed salary schedule?
27	1. Yes
	2. No
	a. How do you determine the salaries of the various employees?
3	1) Salary determined by the state director
1	2) No (no specifics listed)
	b. What is the beginning salary in this state for an assistant state supervisor of vocational education?
Number of States	
1	1) $6,000 to $6,499
6	2) $7,500 to $7,999
6	3) $8,000 to $8,499
4	4) $8,500 to $8,999
5	5) $9,000 to $9,499
1	6) $9,500 to $9,999
3	7) $10,000 to $10,499
1	8) $10,500 to $10,999
2	9) $11,500 to $11,999
2	10) No response
	c. What is the top salary paid to assistant state supervisors of vocational education in your state?
1	1) $8,000 to $8,499
1	2) $8,500 to $8,999
3	3) $9,000 to $9,499
4	4) $9,500 to $9,999
5	5) $10,000 to $10,499
5	6) $10,500 to $10,999
1	7) $11,000 to $11,499
1	8) $11,500 to $11,999
2	9) $12,000 to $12,499
1	10) $12,500 to $12,999
2	11) $13,000 to $13,499
1	12) $13,500 to $13,999
1	13) $14,000 to $14,499

Number of Respondents	
1	14) $15,000 to $15,499
2	15) No response
Number of States	d. How many years does it take to reach the top salary for assistant state supervisors?
2	1) 3 years
2	2) 4 years
5	3) 5 years
6	4) 6 years
3	5) 7 years
1	6) 8 years
2	7) 10 years
1	8) 15 years
1	9) No specific number of years
8	10) No response
	e. How many assistant state supervisors are making the top salary?
3	1) 1 supervisor
1	2) 2 supervisors
1	3) 3 supervisors
1	4) 5 supervisors
1	5) 6 supervisors
1	6) 8 supervisors
1	7) 10 supervisors
1	8) 12 supervisors
1	9) 15 supervisors
1	10) 17 supervisors
2	11) 18 supervisors
1	12) 24 supervisors
16	13) No response
Number of Respondents	f. Most new professional personnel enter the state division of vocational education at the assistant state supervisor level. Do you believe the salary minimums and maximums we have discussed HELP or HINDER you in hiring and retaining quality personnel?
17	1) Raise salaries
2	2) Raise the top salary
2	3) Provide more increments
1	4) Provide increments to be granted by the director
2	5) Make salaries competitive
1	6) Develop salary policies
1	7) Develop salary schedule
1	8) Develop a merit pay system
4	9) No response

APPENDIX II

Interviewer (Name) ______________________________

FORM II

AGENCY DATA QUESTIONNAIRE (ADQ)

To the Interviewer: The respondents to this interview shall be the heads of the various agencies shown on the organizational chart for the division of vocational education. If the agency head is not available, the respondent should be a ranking member of the agency designated by the director. The state director shall be considered the head of an agency with respect to his office. Caution: Please be certain that the director understands that when he responds to this questionnaire he should not be referring only to his own immediate office and office staff not the whole division.

If the agency head is not available for this interview inquire to find out who is the ranking agency professional employee and interview that person.

For further information concerning the interview refer to the general directions.

Begin the Interview

Region number ____________________ State ________________________

Respondent's name ______________ Title ________________________

One of the problems that confronts educators today is how to get and keep good professional staff members. Our major interest in this interview is to get some ideas and information that you might have to help solve the problem.

Number of Respondents N = 250	
	I. Do you view the problem of losing qualified personnel in your agency as becoming more serious, less serious, or remaining about the same?
128	A. More serious
15	B. Less serious
104	C. Same
3	D. No response

II. If the loss of personnel in your agency is becoming more or less serious, why is this so?
(Attention Interviewer: List the reasons why, in order of most important to least important according to the respondent.)

Choice				
1	2	3	4	
				A. More serious
62	25	6		1. Low salaries
37	17	5		2. Scarcity of interested, qualified personnel
27	16	2	1	3. Opportunities outside the state department of education
6	27	5		4. Organization, structure, workload, and working conditions
	2	1		5. Lack of legislative interest
		3		6. Misinformation about state department
				B. Less serious
10	1			1. Salaries are competitive or becoming competitive
	3			2. More awareness of the importance of the state education department
1	1			3. Morale is high
1		1		4. Qualified personnel are available

III. What strategies (techniques) have you found most successful in retaining capable personnel?

(Attention Interviewer: As nearly as possible use the classifications provided. List undefinable information in the extra spaces.)

Number of Respondents	
142	A. Salary incentives
74	B. Promotions
85	C. Opportunities for education
35	D. Additional clerical help
47	E. Enhanced status such as a larger office
30	F. A change of assignment
59	G. Boosting morale
92	H. Other considerations

IV. What specific changes are necessary to retain outstanding personnel who leave?

(Attention Interviewer: List all the respondent's suggested changes and rank 1, 2, 3, etc., from most to least necessary.)

Choice								
1	2	3	4	5	6	7	8	
95	13	3	1					1. Salary and fringe benefits
12	22	11	4					2. Additional staff
10	20	7	1	1				3. Educational opportunities
9	11	6	1			1		4. Organizational structure
14	7	3	1					5. Staffing policies
4	6	11	2		1			6. Job descriptions
8	7	6						7. Staffing evaluation and promotion
5	7	6	2	1				8. Additional clerical help
5	7	3	2				1	9. Meeting attendance and work connected travel
5	5	2	2					10. A change in the state plan
0	4	7	1	2				11. Office facilities and systems
3	5	1	1	2				12. Work load distribution
6	3		1					13. More supervisors autonomy
1	2	6	2	1		1		14. Communications improvement
2	4	1	1		1			15. Program development and policies
1	1	1	1				1	16. State legislatures concern

Number of Respondents	
124	V. In order to secure an adequate number of personnel to supervise vocational programs in some states, some personnel are actually hired by educational institutions when in reality they are working for the state division of vocational education. How many such personnel do you have who are not technically on your payroll, but whose major responsibilities come within your departments?
253	VI. How many people have resigned, not including retirements, from your agency during the past five years? Include your own position.
Number of Dependents	VII. What percent of those resigning would you have preferred to have kept?
89	A. 100%
2	B. 80%
2	C. 67%
8	D. 50%
9	E. 0%

APPENDIX III

____
Interviewer (Name)

FORM III B

POSITION CLASSIFICATION QUESTIONNAIRE (PCQ)

To the Interviewer: The respondents to this interview shall be the heads of the various agencies as explained on Form II. If the agency-head is not available the respondent should be a ranking member of the agency designated by the director. Whereas Form II examined the agency, Form III B concerns each position classification within the agency. Therefore, a Form III B will be prepared for each position classification in each agency.

The words "position classification" have been used twice thus far. A word of explanation as to its meaning seems necessary. Due to the wide variation in position titles among the states, it was determined as a broad classification.

No person should be counted twice. If a person could be classified in more than one position classification due to overlapping functions, he should be classified in the one most applicable position classification. For example, if a person advises the F.F.A., and supervises teachers, he must be classified as either a field supervisor or coordinator, depending upon which is viewed as his principal assignment.

It is also possible for the people in one classification to hold more than one title in a given state. For example, the position classification administrative assistant may be held by people with titles like auditor, personnel administrator, etc. Therefore, after recording the number of people in each position classification, ask the agency-head to record the titles under each position classification at the left side of the page of position classifications.

For further information see the directions on Form III A, and in the general directions.

Begin the Interview

Region number______________________ State______________________

Respondent's name__________________ Title______________________

Name of agency____

Position classification (one of those given by the respondent on the position classification page).

Number of Respondents N = 562	
	I. (Attention Interviewer: In responding to this question it is important that the respondent carefully consider his prediction of personnel needs for 1970.)
	A. If we are to be helpful in solving personnel problems, we must know the number you have had and your needs in terms of numbers of personnel. How many professional people in this job classification were on your staff in each of the years?
597	1. 1960
1034	2. 1965
	B. How many do you predict you will need for the year?
1569	1. 1970
	II. How many professional people in this job classification are:
35	A. Hired on a part-time basis?
57	B. Actually hired by some other institution (e.g., a university) while their major responsibilities are within this position classification within this agency. (An example would be an assistant supervisor who is hired and paid by a college.)
142	III. What is the number of currently unfilled positions in this position classification?
	IV. (Attention Interviewer: In this question you are required to rank reasons for unfilled positions as perceived by the respondent. First check the reasons as given by the respondent then rank the reasons 1, 2, 3, 4, etc. from most significant to least significant. Use the categories provided as much as possible for recording responses.)

Choices				
1	2	3	4	A. What are the primary reasons for the unfilled positions?
27	10	1	0	1. Salaries not competitive
0	4	3	0	2. Location and environmental factors (geographic, climate, etc.)
13	19	5	0	3. No qualified people available
0	2	1	1	4. Qualified people available lack other desirable characteristics
10	2	1	0	5. There is no hurry to fill the position.
18	7	1	0	6. New position, no time to fill it yet
1	0	1	0	7. Professional atmosphere
19	7	0	0	8. Other:____________________

V. Think about such things as the organization of the state department of education, policies, facilities, supporting non-professional staff, etc. What

Number of Respondents	
	changes should those in the responsible administrative positions make that would permit you to fill unfilled positions in this position classification? What changes should be made with reference to:
	A. Policy
38	1. Pay higher salaries
1	2. Provide paid schooling
3	3. Sabbatical leave
2	4. Revise personnel policies
1	5. Revise inservice procedures
1	6. Provide travel allowance
	B. Organization
1	1. Reorganize the division
2	2. Divide the state into regions
1	3. Clearly defined chain of command
1	4. Make the division responsible to state board of education
1	5. Share faculty with colleges
1	6. Develop permanent positions
6	7. Additional professional staff
	C. Physical facilities
2	1. Better office facilities
2	2. More office facilities
1	3. Provide curriculum laboratory
	D. Supporting staff
1	1. Make funds available for hiring
4	2. Additional supporting staff
2	3. Hire qualified personnel
1	4. Provide permanent positions
3	5. Adjust the work load
2	6. Allow the staff a voice in policy development
	VI. What are the qualifications required for a person in this position classification? (Attention Interviewer: The specialist certificate, item "D" below, is awarded primarily in the field of school administration for one year of work above the masters degree.)
	A. Education requirements (check the highest degree required)
15	1. No degree
121	2. Bachelors
409	3. Masters
0	4. Specialists
10	5. Doctorate
4	6. No specific degree required
2	7. Some work beyond the bachlors degree
1	8. Bachelors degree with work experience or Masters degree without work experience
	B. Professional experience
	1. Teaching
279	a. 1-3 years
112	b. 4-6 years
3	c. 7-10 years
26	d. No specified number
10	e. None

Number of Respondents	
	2. School administration
7	a. 1-3 years
7	b. 4-6 years
	3. Supervision
82	a. 1-3 years
11	b. 4-6 years
12	c. No specified number
	4. Other
	a. Administration and/or supervision
56	1) 1-3 years
11	2) 1-5 years
20	3) 4-6 years
1	4) 10 or more
5	5) No specified number
	b. Nursing administration
2	No specified number
	c. Certification requirements
6	1) Nursing
12	2) Counseling
2	3) Teaching
	C. Work experience required
	1. In a related vocational field
202	a. 1-3 years
47	b. 4-6 years
6	c. 7-9 years
1	d. 10 or more years
22	e. No specified years
2	f. 3 years engineering
	2. Enough experience to qualify for a teaching certificate
9	a. 1-3 years
1	b. 7-9 years
15	c. No specified years
	3. Combination work and educational experience
5	a. 1-3 years
5	b. 4-6 years
1	c. 10 or more years
1	d. Combination work experience and counseling certificate
8	e. 1-5 years in guidance experience
	4. Experience in any skilled trade
9	a. 1-3 years
6	b. No specified number
2	c. General experience
	5. Other
2	a. Work experience required for administrative certification
74	b. No work experience required
	VII. Many times educators have had to hire less than qualified people to fill necessary professional positions. How many positions in this position classification are held by people who do not meet the stated qualifications?
66	A. Number not meeting stated qualifications

Choices 1	2	3	4	5	
					B. What are the reasons why non-qualified people hold positions in this classification? (Attention Interviewer: Rank the responses 1, 2, 3, etc. beginning with the primary reasons.)
18				1	1. Qualifications were lower when they were hired.
2	4				2. Stated qualifications are unrealistic
8	3	1			3. Qualified people are not available
3	1		1		4. High qualifications are only a strategy to get higher salaries for the position. Encumbents are really qualified to do what they do.
11	1				5. Specific person wanted regardless of degree
5					6. Part-time employment used to help during the peak times
3	1				7. Persons in the position in the process of becoming qualified
3	1				8. Low salaries
		1			9. Persons doing the hiring do not recognize top quality personnel

Number of Respondents	
	VIII. What was the level of education of people employed or working on your staff in this position classification during the years 1960 and 1965?[1]
	A. 1960
28	1. No degree
93	2. B.S. degree
454	3. M.S. degree
1	4. Sp. degree
19	5. Dr. degree
595	6. Total degrees
	B. 1965
44	1. No degree
203	2. B.S. degree
747	3. M.S. degree
3	4. Sp. degree
31	5. Dr. degree
1028	6. Total degrees
	C. What do you predict to be the level of education required in this position classification in 1970?
47	1. No degree
203	2. B.S. degree
1155	3. M.S. degree
15	4. Sp. degree
40	5. Dr. degree
1514	6. Total degrees

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[1] It will be noted that totals of personnel for the years 1960, 1965, and 1970 listed in this section are different from the totals given in section I-A of this appendix. This difference arises from the fact that respondents completed the questionnaires on the basis of recall and "best estimates" of the future. Throughout the analysis of these data, the figures given in this section (VIII) were used.

Number of Respondents	
	IX. (Attention Interviewer: With this question we are concerned with determining whether personnel coming from directly out of state are eligible to fill positions in this classification with no prior service in this state.)
85	A. How many people holding this position classification came directly to the position from another state?
	B. What is your position concerning the hiring of people from out of state for leadership positions in vocational education? Could you give reasons for your position?
121	1. The best qualified person should be employed regardless of the state of origin
92	2. State residents should be given preference if they are equally qualified
73	3. No preference
63	4. No objection to out-of-state personnel if they are qualified
51	5. A state resident should be given preference because he knows the state better
37	6. A state resident preferred
21	7. An out-of-state resident preferred
19	8. Promotion should come from within the ranks
12	9. A balance should be achieved between out-of-state and in-the-state personnel
11	10. The quality of experience is more important than the state of origin
7	11. Some reservations about going out of state

X.

A. What is the beginning salary for this position?
$____________________.

B. What is the top salary for this position?
$____________________.

C. What is the average salary for this position?
$____________________.

Beginning Salary	Maximum Salary	Average Salary	D. Salaries paid
3	0	1	1. Less than $6,000
1	1	1	2. $6,000 to $6,499
4	0	3	3. $6,500 to $6,999
11	0	2	4. $7,000 to $7,499
37	3	5	5. $7,500 to $7,999
70	9	17	6. $8,000 to $8,499
85	1	39	7. $8,500 to $8,999
52	33	68	8. $9,000 to $9,499
38	39	38	9. $9,500 to $9,999
46	46	30	10. $10,000 to $10,499
25	72	44	11. $10,500 to $10,999
16	25	18	12. $11,000 to $11,499
26	16	19	13. $11,500 to $11,999
26	60	27	14. $12,000 to $12,499
11	23	15	15. $12,500 to $12,999

Number of Respondents			
Beginning Salary	Maximum Salary	Average Salary	
15	11	25	16. $13,000 to $13,499
4	21	7	17. $13,500 to $13,999
10	18	12	18. $14,000 to $14,499
4	15	8	19. $14,500 to $14,999
1	22	13	20. $15,000 to $15,499
1	6	0	21. $15,500 to $15,999
2	8	11	22. $16,000 to $16,499
2	4	1	23. $16,500 to $16,999
1	4	2	24. $17,000 to $17,499
1	21	2	25. $17,500 to $17,999
0	2	0	26. $18,000 to $18,499
0	2	3	27. $18,500 to $18,999
0	2	0	28. $19,000 to $19,499
0	2	0	29. $19,500 to $19,999
0	0	1	30. $20,000 to $20,499
0	3	0	31. $20,500 to $20,999
1	1	0	32. $22,500 to $22,999
2	3	1	33. No salary schedule
1	4	0	34. Unknown
5	16	3	35. Open salary schedule
0	1	1	36. The salary schedule is under the county's salary schedule

APPENDIX IV

____
Code

FORM IV

GENERAL INFORMATION

There is a great need today for qualified people to staff leadership positions in state divisions of vocational education (SDVE). The problem is accentuated when the division fails to retain effective people.

The purpose of this questionnaire is to gain information that will help SDVE develop programs for retaining qualified people who might otherwise leave.

Your responses will be held in strictest confidence, and will be submerged in the summary data.

You will note that the questions herein are so structured as not to require you to criticize individuals.

In order that your responses may be held in strictest confidence, a code number is being used rather than your name in the upper right corner of this questionnaire. The code number will facilitate data processing only.

Would you read the following directions and provide as far as possible the necessary information, please.

Number of Respondents N=130	
	I.
	1. The last state where you were on the SDVE staff is:
3	a. Alabama
2	b. Alaska
9	c. Arizona
4	d. Arkansas
3	e. Colorado
4	f. Delaware
2	g. Florida
5	h. Georgia
1	i. Idaho
7	j. Indiana
12	k. Kansas
5	l. Louisiana
8	m. Massachusetts

Number of Respondents	
1	n. Michigan
5	o. Minnesota
2	p. Mississippi
1	q. Nevada
3	r. New Jersey
2	s. New Mexico
5	t. New York
20	u. North Carolina
3	v. Oklahoma
5	w. South Carolina
7	x. Tennessee
5	y. Texas
3	z. Vermont
5	aa. Virginia
2	bb. Wisconsin
	2. Vocational Field:
28	a. T&I
8	b. MDTA
4	c. Adult Education
13	d. Division Office
10	e. DE
21	f. Vocational Agriculture
5	g. Health Occupations
4	h. Business Education
15	i. Home Economics
6	j. Vocational Guidance
1	k. DE and BE combined
10	l. Technical Education
1	m. RCU
2	n. Introduction to Vocations
1	o. Public Information
1	p. Veterans Training
	3. Your present address Not tabulated
	4. Present type of employment:
60	a. Another aspect of vocational education
10	b. A related field outside of education
44	c. In education, but not vocational education
10	d. An unrelated field outside of education
6	e. In another SDVE
Number of Respondents by years of experience	5. How many years of experience have you had:
	a. In public education
21	1) New to education
11	2) 1-5 years
30	3) 6-10 years
23	4) 11-15 years
22	5) 16-20 years
10	6) 21-25 years
6	7) 26-30 years
4	8) 31-35 years
2	9) 36-40 years
1	10) 41-45 years
	b. As a school teacher
36	1) None
39	2) 1-5 years

APPENDIX IV

Number of Respondents by years of experience	
35	3) 6-10 years
11	4) 11-15 years
6	5) 16-20 years
1	6) 21-25 years
2	7) 26-30 years
	c. In college teaching
70	1) None
45	2) 1-5 years
9	3) 6-10 years
3	4) 11-15 years
3	5) 16-20 years
	d. As a vocational teacher in a high school
53	1) None
36	2) 1-5 years
24	3) 6-10 years
12	4) 11-15 years
3	5) 16-20 years
1	6) 21-25 years
1	7) 26-30 years
	e. As a high school guidance counselor
123	1) None
6	2) 1-2 years
1	3) 4 years
	f. As a school principal
106	1) None
16	2) 1-3 years
6	3) 4-6 years
2	4) 7-8 years
	g. As a school superintendent
120	1) None
6	2) 1-5 years
1	3) 6-10 years
2	4) 11-15 years
1	5) 27 years
	h. As a supervisor in a local school
96	1) None
24	2) 1-5 years
8	3) 6-10 years
2	4) 11-15 years
	i. On the staff of a state department of education
49	1) None
57	2) 1-5 years
17	3) 6-10 years
4	4) 11-15 years
2	5) 16-20 years
1	6) 21-25 years
	j. In the state division of vocational education
17	1) None
82	2) 1-5 years
24	3) 6-10 years
4	4) 11-15 years
3	5) 16-20 years

Number of Respondents by years of experience	
	k. Working at your vocational trade or specialty in industry, in commerce, or on the farm, etc.
49	1) None
32	2) 1-5 years
35	3) 6-10 years
10	4) 11-15 years
2	5) 16-20 years
2	6) 26-30 years
	l. In a management position outside the field of education
85	1) None
36	2) 1-5 years
8	3) 6-10 years
1	4) 11-15 years

Number of Respondents	
	II. Position Classification
6	1. Director
13	2. Associate Director
52	3. Supervisor
6	4. Assistant Supervisor
4	5. Vocational Guidance
5	6. Administrative Assistant
32	7. Field Supervisor
8	8. Subject Matter Specialist
2	9. Research Personnel
2	10. Coordinator
	III. 1. When did you leave your last SDVE staff position?
	a. Year
8	1) 1961
9	2) 1962
9	3) 1963
30	4) 1964
30	5) 1965
40	6) 1966
2	7) 1967
2	8) No response
	b. Month
6	1) January
8	2) February
7	3) March
4	4) April
9	5) May
20	6) June
27	7) July
16	8) August
12	9) September
4	10) October
5	11) November
10	12) December
2	13) No response

APPENDIX IV

Number of Respondents	
	2. How many years were you in your last SDVE staff position?
1	a. Less than 1 year
95	b. 1-5 years
24	c. 6-10 years
5	d. 11-15 years
4	e. 16-20 years
1	f. 21-25 years
	3. Had you previously worked on the SDVE staff in other states?
7	a. Yes
	1) If yes, which state or states?
1	a) Arizona
1	b) Idaho
1	c) Illinois
1	d) Montana
2	e) Vermont
1	f) Wyoming
1	g) Foreign country
122	b. No
1	c. Not applicable
	4. What specific things did you like most about the position you left?
91	a. Personal contacts in the field
117	b. Degree of personal satisfaction
24	c. Keeping abreast of the field
5	d. Travel
3	e. Facilities
2	f. Salary
1	g. Working hours
1	h. Opportunity for independent thinking
	5. What specific things did you like least about the position you left?
50	a. Lack of funds
42	b. Administrative actions
33	c. Amount of travel
29	d. Personal considerations
20	e. Lack of professional behavior
11	f. Number of unqualified personnel
9	g. Lack of staff
8	h. Restraint imposed
8	i. No potential for advancement
7	j. Constraint of state regulations
7	k. Political interference
5	l. Low prestige
4	m. Job too big
2	n. Poor physical facilities
1	o. Geographic location
1	p. Poor communications
1	q. Rigid division requirements
1	r. Poor programs
1	s. Lack of job security
1	t. Educational requirements
1	u. USOE control

Number of Respondents	
	6. Specifically, what was the primary reason you left the SDVE?
	a. If strictly a personal reason, not related to the job, staff, state, etc., check here. If not a personal reason, was there another primary reason? Explain.
61	1) Strictly personal
30	2) For a better job
29	3) Low salary
14	4) Poor administrative procedures
8	5) No opportunity for advancement
4	6) Poor leadership
2	7) Lack of staff
1	8) Lack of funds
1	9) Too much travel
1	10) Position terminated
	7. What specific changes in your situation or the department might have encouraged you to stay?
53	a. Additional salary
36	b. Improved professional conditions
31	c. Nothing would encourage me to stay
12	d. Development of division plans
10	e. Additional staff
7	f. Reorganize the department
8	g. No recommendations
6	h. Additional fringe benefits
5	i. More leadership shown
5	j. Personnel changes
3	k. Less travel
2	l. Personal concerns only
2	m. More travel
2	n. Opportunity to conduct research
2	o. Improve communications
1	p. Opportunity to teach
1	q. Improve physical facilities
	8. In what state did you work before taking the position in the SDVE that you left?
4	a. Alabama
1	b. Alaska
5	c. Arizona
1	d. Arkansas
2	e. California
2	f. Colorado
1	g. Florida
4	h. Georgia
1	i. Idaho
2	j. Illinois
4	k. Indiana
2	l. Iowa
4	m. Kansas
3	n. Louisiana
2	o. Maryland
7	p. Massachusetts

Number of Respondents	
5	q. Minnesota
1	r. Mississippi
1	s. New Jersey
2	t. New Mexico
5	u. New York
16	v. North Carolina
1	w. North Dakota
5	x. Oklahoma
2	y. Oregon
5	z. Pennsylvania
3	aa. South Carolina
4	bb. Tennessee
3	cc. Texas
3	dd. Vermont
4	ee. Virginia
1	ff. Washington
2	gg. Wisconsin
1	hh. Wyoming
20	ii. No response
	1) What was your position there and the nature of your work?
16	a) Supervisor
3	b) Guidance counselor
3	c) Farmer
1	d) Home economist
2	e) Department chairman
2	f) Editor
38	g) Teacher
1	h) No position
1	i) Consultant
18	j) Coordinator
2	k) Specialist
1	l) Researcher
11	m) Administrator
1	n) Accountant
3	o) Manager
1	p) Reporter
26	q) No response
	9. Please describe the position you took immediately after leaving the SDVE.
	a. Title
33	1) Director
9	2) Instructor
8	3) Specialist
2	4) Department Chairman
1	5) Assistant Dean
6	6) Supervisor
2	7) Dean
7	8) Coordinator
2	9) Chief
1	10) Assistant Supervisor
5	11) Student
4	12) Superintendent
3	13) Homemaker
3	14) Principal
1	15) Lecturer
4	16) Associate Professor

Number of Respondents	
6	17) Assistant Professor
4	18) Field Representative
5	19) Project Officer
3	20) Assistant Director
2	21) Budget Officer
2	22) Consultant
1	23) Reporter
1	24) Engineer
1	25) Manager
2	26) Salesman
2	27) President
6	28) Teacher
1	29) Assistant Fire Marshal
1	30) Home Advisor
2	31) No response
	b. Location
3	1) Alabama
5	2) Arizona
3	3) Arkansas
2	4) California
1	5) Colorado
1	6) Delaware
3	7) Florida
6	8) Georgia
2	9) Illinois
3	10) Indiana
1	11) Iowa
2	12) Kansas
4	13) Louisiana
1	14) Maryland
7	15) Massachusetts
1	16) Michigan
6	17) Minnesota
1	18) Mississippi
2	19) Missouri
1	20) Montana
1	21) New Hampshire
2	22) New Jersey
1	23) New Mexico
8	24) New York
20	25) North Carolina
3	26) Ohio
2	27) Oklahoma
2	28) Pennsylvania
1	29) Rhode Island
5	30) South Carolina
3	31) Tennessee
6	32) Texas
2	33) Vermont
4	34) Virginia
2	35) West Virginia
4	36) Wisconsin
4	37) District of Columbia
2	38) Foreign Country
3	39) No response
	c. Function (what you do)
4	1) Training

Number of Respondents	
23	2) Teaching
25	3) Supervising
2	4) Directing
41	5) Administering
6	6) Counsulting
1	7) Assessing
5	8) Student
6	9) Coordinating
1	10) Counseling
3	11) Researching
1	12) Accounting
1	13) Reporting
2	14) Homemaking
2	15) Managing
2	16) Selling
1	17) Writing
4	18) No response
	d. Salary (first position taken after leaving the SDVE)
	1) If higher than SDVE, how much higher?
7	a) $1 to $499
8	b) $500 to $999
18	c) $1,000 to $1,499
10	d) $1,500 to $1,999
16	e) $2,000 to $2,499
9	f) $2,500 to $2,999
8	g) $3,000 to $3,499
4	h) $3,500 to $3,999
14	i) $4,000 or more
	2) If lower than SDVE, how much lower?
2	a) $1 to $499
4	b) $500 to $999
2	c) $2,000 to $2,499
2	d) $4,000 or more
13	3) About the same
15	a) No response
	10. Would you consider returning to a SDVE position? Under what conditions would you return?
39	a. No, would not return
1	b. Yes, under any condition
2	c. Yes, with opportunity to do graduate work
3	d. Yes, with more staff
50	e. Yes, with higher salary
4	f. Yes
20	g. Yes, with freedom to develop programs
1	h. Yes, with opportunity to publish
3	i. Yes, if more leadership is provided
5	j. Yes, in the proper location
24	k. Yes, to a specific, desired position (such as Director or Head State Supervisor)
1	l. Yes, with the opportunity to work with a university
2	m. Yes, after department reorganization
9	n. Yes, with less travel
2	o. Yes, with more funds

Number of Respondents	
7	p. Yes, with the opportunity for professional advancement
8	q. Yes, some personal condition (friends, husband's job, etc.)
2	r. Yes, with better facilities
	11. Would you consent to a personal interview, if other information should become essential for maximizing benefits from this survey?
108	a. Yes
6	b. No
16	c. No Response
	12. What other information can you give that would be helpful in suggesting what might be done to facilitate the retention of qualified personnel in leadership SDVE positions? Explain.
8	a. More definite lines of authority
1	b. Eliminate Federal interference
46	c. Increase salaries
22	d. Eliminate political interference
6	e. Provide better working conditions
6	f. Hire more staff
3	g. Create better SDVE image
4	h. Develop better programs
4	i. Allow professional freedom
8	j. Institute sabbatical leave
13	k. Provide better SDVE leadership
2	l. Obtain recognition for work done
3	m. Increase travel allowance
3	n. Shift SDVE emphasis from maintenance to leadership
2	o. Improve communications
4	p. None
10	q. Change personnel policies
4	r. Provide inservice education opportunities
	13. What suggestions do you have for improving pre-service preparation for SDVE leadership positions, (e.g., formal education, professional experience, etc.) Explain.
7	a. More selectivity in staffing
5	b. Expanded teacher training programs
9	c. None
28	d. Broad experience
15	e. Develop internship programs
8	f. A SDVE orientation program
14	g. Provide leadership training
8	h. Conduct workshops
5	i. Taking course work in administration and supervision
18	j. Professional education for work in the SDVE
8	k. Holding higher academic degrees
1	l. Any kind of preparation
1	m. Less emphasis on graduate training

Number of Respondents	
	14. What suggestions do you have for improving inservice preparation for SDVE leadership positions (e.g., workshops, seminars, short courses, pilot programs, etc.)? Explain.
29	a. Workshops on special problems
7	b. None
1	c. Develop communications devices
3	d. Rotation of assignments
1	e. Work with a university
21	f. Workshops in service areas
1	g. Make workshops successive
11	h. Conduct regional seminars
4	i. Use outstanding consultants
4	j. Almost anything
2	k. Self evaluation
1	l. Membership in professional organization
3	m. An internship in SDVE
7	n. Conduct briefings in Washington
3	o. Attend conferences
12	p. Attend summer institutes
4	q. Provide sabbatical leaves
1	r. Travel
7	s. Graduate training
1	t. Provide college credit for SDVE training
2	u. Adopt an in-service policy
2	v. Change the philosophy of the SDVE

APPENDIX V

____
code

FORM V

GENERAL INFORMATION

This questionnaire is being sent to a carefully selected group of leaders in vocational education who are on the "firing line" in state divisions of vocational education.

The purpose of this questionnaire is to determine experience and training needs for leadership positions as perceived by vocational education leaders in the field. A further purpose is to describe the training that leaders have had.

In order that your responses may be held in strictest confidence a code number is being used rather than your name in the upper right corner of this questionnaire. The code number will facilitate data processing only.

Would you read the following directions and provide as far as possible the necessary information, please.

Number of Respondents N = 125	
	I.
	A. State
2	1. Alabama
1	2. Arizona
1	3. Arkansas
6	4. California
1	5. Colorado
1	6. Connecticut
1	7. Delaware
9	8. Florida
5	9. Georgia
1	10. Idaho
4	11. Illinois
4	12. Indiana
7	13. Iowa
1	14. Kansas
6	15. Kentucky
1	16. Louisiana
2	17. Maine
1	18. Maryland
2	19. Massachusetts
7	20. Michigan
1	21. Minnesota
3	22. Mississippi
3	23. Missouri
1	24. Montana
2	25. Nebraska

Number of Respondents	
1	26. New Mexico
7	27. New York
4	28. North Carolina
1	29. North Dakota
4	30. Ohio
6	31. Oklahoma
2	32. Pennsylvania
3	33. South Carolina
3	34. Tennessee
5	35. Texas
1	36. Utah
6	37. Virginia
5	38. Washington
1	39. West Virginia
2	40. Wisconsin
1	41. Wyoming
	B. Region
5	1. Region 1
10	2. Region 2
18	3. Region 3
25	4. Region 4
21	5. Region 5
15	6. Region 6
14	7. Region 7
5	8. Region 8
12	9. Region 9
	C. Vocational field
33	1. Agriculture education
15	2. Distributive education
26	3. Home economics education
17	4. Office education
18	5. Trade and industrial education
3	6. Health occupations education
8	7. A combination of office education and distributive education
5	8. All other combinations
	D. Number of years in your present position
3	1. New to position
51	2. 1-3 years
18	3. 4-7 years
13	4. 8-11 years
6	5. 12-15 years
22	6. 16-19 years
8	7. 20-23 years
2	8. 24-27 years
2	9. 28 years
	E. How many years of experience have you had:
	1. In public education
4	a. New to education
3	b. 1-3 years
15	c. 4-7 years
14	d. 8-11 years
12	e. 12-15 years
12	f. 16-19 years
11	g. 20-23 years
11	h. 24-27 years
13	i. 28-31 years

Number of Respondents	
14	j. 32-35 years
11	k. 36-39 years
4	l. 40-43 years
1	m. 48 years
	2. As a school teacher
19	a. None
8	b. 1-3 years
32	c. 4-7 years
17	d. 8-11 years
15	e. 12-15 years
13	f. 16-19 years
12	g. 20-23 years
7	h. 24-27 years
2	i. 28-31 years
	3. As a college teacher
87	a. None
18	b. 1-3 years
11	c. 4-7 years
2	d. 8-11 years
6	e. 12-15 years
1	f. 20 years
	4. As a high school vocational teacher
22	a. None
17	b. 1-3 years
30	c. 4-7 years
21	d. 8-11 years
15	e. 12-15 years
10	f. 16-19 years
7	g. 20-23 years
3	h. 24-27 years
	5. As a high school guidance counselor
122	a. None
2	b. 1-3 years
1	c. 4-7 years
	6. As a high school principal
112	a. None
8	b. 1-3 years
5	c. 4-7 years
	7. As a school superintendent
124	a. None
1	b. 21 years
	8. As a supervisor in a local school
98	a. None
17	b. 1-3 years
3	c. 4-7 years
3	d. 8-11 years
2	e. 12-15 years
1	f. 17 years
1	g. 28 years
	9. On the staff of a state department of education
36	a. None
34	b. 1-3 years
11	c. 4-6 years
9	d. 8-11 years
5	e. 12-15 years
21	f. 16-19 years

APPENDIX V

Number of Respondents	
7	g. 20-23 years
1	h. 24-27 years
1	i. 28 years
	10. On the staff of a state division of vocational education
27	a. None
37	b. 1-3 years
14	c. 4-7 years
10	d. 8-11 years
6	e. 12-15 years
22	f. 16-19 years
6	g. 20-23 years
2	h. 24-27 years
1	i. 28 years
	11. Working at your vocational trade or specialty in industry, in commerce, or on the farm, etc.
37	a. None
21	b. 1-3 years
31	c. 4-7 years
13	d. 8-11 years
6	e. 12-15 years
5	f. 16-19 years
5	g. 20-23 years
5	h. 24-27 years
2	i. 30 years
	12. In a management position outside the field of education
78	a. None
24	b. 1-3 years
14	c. 4-7 years
5	d. 8-11 years
2	e. 12-15 years
1	f. 20 years
1	g. 31 years
	II. Position classification
1	A. Director
4	B. Associate director
35	C. Supervisor
7	D. Associate supervisor
2	E. Administrative assistant
68	F. Field supervisor
5	G. Subject matter specialist
3	H. Coordinator
	III. Professional preparation and experience
	A. What is the highest degree you now have?
3	1. Less than B.A.
23	2. B.A.
89	3. M.A.
2	4. Education specialists
8	5. Doctorate
	B. What is the number of semester hours you have earned in addition to your highest degree?

Number of Respondents	
39	1. None
27	2. 1-10 hours
28	3. 11-20 hours
17	4. 21-30 hours
9	5. 31-40 hours
4	6. 41-50 hours
1	7. 51-60 hours
	C. What was your major area of study for each level of education attained?
	1. Bachelors program or less
91	a. Vocational education
5	b. Elementary or secondary education
1	c. Administration-supervision
4	d. Arts and humanities
7	e. General agriculture
12	f. Business and commerce
2	g. Natural and biological sciences
2	h. Professions
1	i. Behavioral science
	2. Masters program
62	a. Vocational education
14	b. General elementary and secondary education
20	c. Administration-supervision
5	d. Guidance
2	e. General agriculture
2	f. Business and commerce
1	g. Professions
	3. Specialist's program
5	a. Administration and supervision
3	b. Vocational education
1	c. General elementary and secondary education
1	d. Guidance
1	e. Professions
	4. Doctors program
7	a. Administration and supervision
6	b. Vocational education
1	c. Guidance
	5. Post doctorate
1	a. Administration-supervision
1	b. Vocational education

IV. As you review your preparation for the position you now hold, what two or three specific experiences (e.g., courses, part-time work, tours, etc.) do you believe helped you most in your present work? Please describe each specific experience by appropriate title, content or what was learned, and then explain how the experience helps you in your present work. (Please record your answer on the next page.)

APPENDIX V

Number of Respondents	
	A. Title of the experience
	1. Teaching experience
27	a. Vocational
10	b. Secondary
4	c. College
1	d. Armed forces
1	e. Graduate teaching
1	f. Adult education teaching
1	g. Secondary and adult education
1	h. Teaching
5	i. Student teaching
	2. Vocational work experience
9	a. Agriculture
9	b. Trade and industrial
16	c. Business and office
6	d. Distributive education
2	e. Nursing and health education
3	f. General vocational experience
1	g. Commercial art and advertising
1	h. Law enforcement
	3. Administrative experience
25	a. Vocational (coordinator, director, or supervisor)
7	b. Supervisory excluding vocational
1	c. Superintendent or assistant superintendent
5	d. Principal or assistant principal
7	e. Industrial administration (foreman, supervisor, manager, etc.)
	4. General leadership experience
7	a. Youth leadership
2	b. Adult leadership
3	c. Military leadership
9	d. Participation in leadership conferences
10	e. Workshops
5	f. Seminars
11	g. National meetings
1	h. Committees
3	i. Individual study projects
2	j. Internship program
	5. Travel
2	a. Foreign
1	b. Domestic and foreign
	6. Academic study for credit
4	a. The doctorate
12	b. The Masters
1	c. Course work as a recipient of a fellowship
32	d. Course work in specific subject areas
4	e. High school courses
4	f. Undergraduate college courses
1	g. Courses as a management trainee
	7. General experiences
14	a. General experiences not specified
1	b. Experience in writing
	B. Content (what was learned)

Number of Respondents	
	2. Increased understanding of educational problems
8	a. Through a development of cooperative work skills
1	b. Through increased cultural understanding
3	c. Through a better understanding of one's self
12	d. Through a better understanding of others
31	e. A better understanding of the total field of education
1	f. Through general understandings
1	g. Through a better understanding of research
	3. Vocational teaching skill development
42	a. Has increased understanding of one subject area
2	b. Has increased understanding of a different subject area
14	c. In general understandings of the world of work
4	d. In the method and organization of vocational education
	4. Communications skill development
10	a. Has increased ability to deal with groups in both written and oral mediums
9	b. Has developed greater ability to work with persons and groups
2	c. Has provided inter-change of ideas with other educators
1	d. Has provided more know-how in public relations
	5. Planning and development
20	a. Of curriculum
4	b. Of inservice training programs
5	c. Of conferences and workshops
	6. Administrative and evaluative skill development
19	a. In supervision
15	b. In organizational techniques
11	c. By a better understanding of the evaluative process
2	d. In leadership development
13	e. In general administrative skills
	C. Specifically, how does this experience help you in your present assignment?
	1. A development of a better understanding of educational problems
20	a. Of fellow teachers
5	b. Of administrators
2	c. Of the total school in which I work
45	d. Of the field of vocational education
4	e. Of education in general

Number of Respondents	
1	f. Of myself
3	g. Of the administrative process
3	h. Through a better adjustment to responsibilities
2	i. Through personal flexibilities
	j. Through inter-action with other educators
	2. Development of a better understanding of vocational education
75	a. Has resulted in an increased performance and understanding of my duties
7	b. Has assisted in coordinating the program with local and state requirements
6	c. Has increased understanding of the world of work
10	d. Has increased my effectiveness in operating a vocational program
	3. Development of a better understanding of communications
2	a. Has improved personal communications with individuals both written and oral
2	b. Has improved personal communication with groups written and oral
8	c. A combination of the two
	4. Development of a better understanding of planning and development
28	a. Curriculum
6	b. Inservice training programs
4	c. Conferences
2	d. Workshops
5	e. State vocational programs
4	f. Leadership skills
1	g. All of the above
3	h. Evaluation programs
	V. As you review your preparation for the position you now hold, what two or three specific experiences (e.g., courses, workshops, tours, etc.) that you did not have do you believe would have helped you most in your present work?
	A. Title of experience that would have helped
	1. Supervision and administration
1	a. A leadership development program
2	b. Courses in functions, relations, structure of agencies
8	c. Experience in administration and supervision
8	d. An internship program
8	e. A course in supervision
1	f. A course in curriculum
5	g. A course in administration and finance
	2. Vocational education
7	a. Study in the philosophy and objectives of vocational education
15	b. General course work including finance in specific vocational education areas

Number of Respondents	
1	c. Occupational guidance techniques
1	d. Training in bookkeeping, filing, recording and dictation
2	e. A business English course
4	f. A business machines course
2	g. Knowledge of office organization and management
1	h. Experience as a teacher of vocational education
1	i. An apprenticeship program
	3. Group meetings (local, state, regional, national)
17	a. Workshops
6	b. Conferences
4	c. Inservice training program
5	d. Personal orientation to the state department
1	e. Leadership of student clubs
2	f. More attendance at workshops
	4. General education
7	a. General course work
3	b. A speed reading course
6	c. Courses in psychology and sociology
2	d. A higher degree
1	e. Better student teacher experience
2	f. Courses in specific vocational areas
	5. Adult education
2	a. More course work in adult education
	6. Research
2	a. Seminars in research
2	b. In curriculum methods
1	c. In teaching methods
5	d. Courses in research
	7. Planning and development
20	a. Through tours and trips
4	b. Curriculum
2	c. Through exchange programs of personnel in state departments
1	d. Interdepartmental information exchange
2	e. Planning and development in specific vocational areas
	8. Communications
2	a. General experience in communications
3	b. Development of writing skills
3	c. Journalism experience
2	d. Public speaking
1	e. Typing
2	f. Shorthand
	9. College teaching
1	a. Experience in college teaching
	10. Home economics
1	a. Occupational information about home economics
1	b. Specific courses in home economics
	11. Work experience
4	a. In business and industry
2	b. By holding a management position

Number of Respondents	
1	c. In general work experience
1	d. In military work experience
2	e. In farm experience
	B. Content (What you would have learned)
	1. Increased skill in communications
13	a. Written
2	b. Oral
6	c. Leadership techniques
1	d. Photography and news writing
2	e. Communications with groups
1	f. Both written and oral communications
	2. Better understanding of trends
9	a. In education
1	b. How to observe trends
1	c. Trends in plant facilities
	3. A better understanding of planning and development
18	a. Of programs (local, state, and national)
4	b. Of the coordination of various programs
5	c. Of workshops, seminars, and inservice programs
3	d. Of curriculum
1	e. Through use of data systems
	4. Administration and supervision understanding
1	a. Leadership development
7	b. Techniques of
10	c. Duties of a supervisor
9	d. Finance and law of schools
4	e. Procedures for operating a personal office
2	f. The theory of
	5. Better understanding of instruction and general education
11	a. Organization, philosophy, and administrations methods
2	b. Organization, philosophy, and administrations of public school systems
2	c. New techniques and methods
	6. Better understanding of research
9	a. The design of studies reporting and administering of
4	b. The results of studies
	C. Specifically, how would this experience have helped you in your present work?
	1. Better understanding of my duties
25	a. More effective in teaching and supervision
10	b. Better equipped to help teachers
2	c. Better equipped to work with administrators

Number of Respondents	
	2. Better understanding of vocational education
6	a. Generally the world of work
9	b. More insight into various areas of vocational education
4	c. Better understanding of guidance
1	d. There is no way to upgrade personnel on my job
	3. Better understanding of planning and development
2	a. Workshops
1	b. Physical facilities
6	c. Curriculum
4	d. Inservice training programs
6	e. Leadership
14	f. Programs
	4. Better understanding of administration and supervision
1	a. Budgeting
10	b. Better at handling details
10	c. Helps in coordinating my program
3	d. Helps with public relations
5	e. Helps in understanding policy
7	f. Helps in understanding administrative and supervisory problems
	5. Better understanding of people
2	a. How to work with individuals
4	b. How to work with groups
1	c. How to work with groups and individuals
	6. Better understanding of communication
4	a. Increased ability to write
1	b. Increased ability to speak
3	c. Increased ability to inform the public
	7. Better understanding of research
5	a. Techniques and design
4	b. Provide data and understandings to back decisions
1	c. Helps in determining solutions for problems
	8. Better understanding of trends
5	a. What is happening now
2	b. What is likely to happen
	VI. When, in your opinion, should experiences mentioned in Item V be provided? (Check one.)
21	A. Before state department service
9	B. At the beginning of state department service
20	C. Throughout state department service
61	D. Both before and during state department service as a continuing program
	VII. Do you believe that in your present position additional preparation would increase the effectiveness of people, like yourself, who are in responsible leadership positions in vocational education?

APPENDIX V

Number of Respondents	
	A.
9	1. No
109	2. Yes
7	3. No response
	B. Specific examples of what should be studied
5	1. Business education
1	2. Communications skills
4	3. Home economics
2	4. Planning and development
6	5. Agriculture
3	6. Administration and supervision
5	7. Trends
2	8. Recent research
2	9. Child development
3	10. Family relationships and management
13	11. Trade and industrial
2	12. Professional nursing
4	13. Distributive education
4	14. Data processing
3	15. Economics
2	16. Electronics
	C. Specific examples of what kinds of experiences are needed
6	a. Business and office
5	b. In another state department of vocational education through a cooperative exchange program
7	c. In industry
3	d. In commerce and retailing
3	e. In human relations
13	f. In inservice work in the field
1	g. Additional work of some kind--no example given
4	h. In the workshops in the subject area
5	i. In observing successful programs
3	j. In intra-staff work
3	k. In working in several areas
1	l. In discussion techniques
1	m. In guidance and counseling
3	n. In administration and supervision
	D. Specific examples of the content of the formal training
8	a. In methods and materials
3	b. In data processing
9	c. In the subject matter of the field
13	d. In the study of the literature and research for development activity
4	e. In public relations
25	f. For supervision and curriculum development
1	g. In how to conduct in-service programs, workshops, and seminars

Number of Respondents	
5	h. In school administration
9	i. Some kind of training but no example given
8	j. In up-dating practices
19	k. In specific problems
4	l. In school finance
11	m. In leadership development
4	n. In general vocational education
1	o. In pertinent legislation
1	p. In the evaluative process
2	q. In workshops of unspecified nature

VIII. What do you believe to be the most effective means for providing additional preparation for you and others in similar positions? (Rank in 1, 2, 3, etc., order with best way first.)

A.

Ranking 1	2	3	4	5	6	7	
53	19	12	3	1			1. Workshop
1	4	8	9	17	14	1	2. Lecture series by top scholars
7	19	23	17	5	1		3. Demonstrations
6	4	9	14	11	11	2	4. A college course for credit
17	30	22	7	4	2		5. By seminars and study at The Center for Research and Leadership Development in Vocational and Technical Education
3	7	6	10	11	15		6. By changing positions for a specific period of time with a person in another state who holds a similar position.
1	4	1	2				7. Other

Number of Respondents	
	B. Duration of workshops preferred
	1. Duration of workshop
22	a. Less than one week
68	b. 1-2 weeks
12	c. 2-3 weeks
2	d. 3-4 weeks
0	e. More than one week
21	f. No response
	C. Locations preferred for demonstrations
	1. Locations
14	a. Nearby in an everyday situation
44	b. In a pilot center for leader training
7	c. At a university
9	d. In our own department

IX.

A. Is it necessary, in your opinion, that administrators and supervisors at the state level in vocational education come from the ranks of certified vocational teachers?

Number of Respondents	
13	1. Yes, it develops a philosophy of vocational education
39	2. Yes, it gains understanding of teachers and problems
7	3. Yes, to get the respective teachers
9	4. Yes, experience teaches best

Number of Respondents	
5	5. No, a good administrator will do a good job regardless of his background
2	6. No, there is a low correlation between work experience and teaching
2	7. No, there is no reason given
5	8. Yes, no reason given
28	9. Yes, it provides an understanding of the field of vocational education
1	10. Yes, it provides an understanding of federal, state, and local relationships
2	11. No, no certificate of applicable in this state
2	12. Yes, it is a state requirement
	B. Is it necessary, in your opinion, that administrators and supervisors at the state level in vocational education have at least two years vocational experience in their field?
8	1. Yes, it gives a broad background
22	2. Yes, it provides first hand knowledge of the vocation
48	3. Yes, it provides practical understandings of problems in the vocation
7	4. Yes, it provides rapport with workers
10	5. Yes, you must know the field before you can supervise it
4	6. No, the type of experience is more important than the number of years
5	7. Yes, there is no reason given
3	8. No, job experience is not necessary to supervision
1	9. No, no reason given
1	10. Yes, to know the pertinent legislation
6	11. Yes, more than two years are necessary
11	12. Yes, it is a state requirement
1	13. No, one year is sufficient
	X. If you believe that some administrators or supervisors do not need to have trade or vocational training, what are their titles?
28	A. None
6	B. Auditors, accountants, and business managers
4	C. The state director
3	D. Researchers, statisticians, analysts
1	E. Public relations personnel
1	F. Home economics educators
1	G. All need orientation, but not formal experience
1	H. Curriculum specialists
1	I. State superintendents of schools
1	J. Few

APPENDIX VI

NAMES OF INTERVIEWERS

From The Center for Vocational and Technical Education, Columbus, Ohio:

Clifford Jump
Earl Kantner
J. H. Lintner
Dick C. Rice
Powell E. Toth

From The Center for Occupational Education, Raleigh, North Carolina:

Harry G. Beard
Charles H. Rogers
C. G. Dawson
Joseph Clary

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